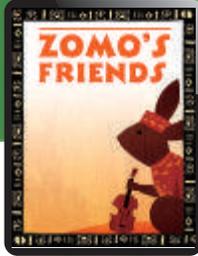
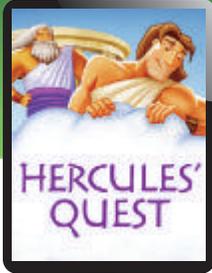


# Lesson 18

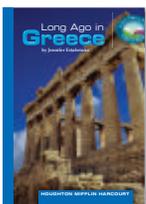
# Vocabulary in Context



## ✓ TARGET VOCABULARY

acquire  
unfortunate  
coerce  
boasted  
beamed  
glared  
ceased  
declared  
devised  
resourceful

### Vocabulary Reader



### Context Cards



## 1 acquire

To **acquire** more strength, this woman works out at a gym.



## 2 unfortunate

It is **unfortunate** when an accident happens. It makes us feel unlucky.



## 3 coerce

Never use threats to **coerce** a classmate to give you something you want.



## 4 boasted

The boy **boasted** about the fish he caught. He was proud about how big it was.



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 understand the meanings of these words.

5 **beamed**

The student **beamed** at her good grade. Her smile showed how proud she was.



6 **glared**

The boy **glared**. He stared in anger because he had done the wrong homework.



7 **ceased**

The rain **ceased** at noon. It stopped in time for the baseball game.



8 **declared**

The student **declared** what she would do as class president. She stated it strongly.



9 **devised**

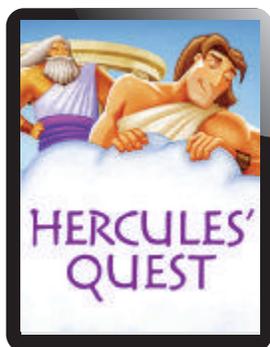
The boy **devised** a plan to both do his chores and play basketball.



10 **resourceful**

People who are **resourceful** can deal well with difficult situations.





# Read and Comprehend



## ✓ TARGET SKILL

**Story Structure** As you read “Hercules’ Quest,” keep track of text evidence that shows the **story’s structure**. Pay attention to new characters as they are introduced. Look for details that help you picture the setting, or where and when the story takes place. Also look for the most important events in the story’s plot. Use a graphic organizer like this one to record the text evidence you find.

• •	<b>Characters</b>	• •	<b>Setting</b>
<b>Plot</b>			
• • •			

## ✓ TARGET STRATEGY

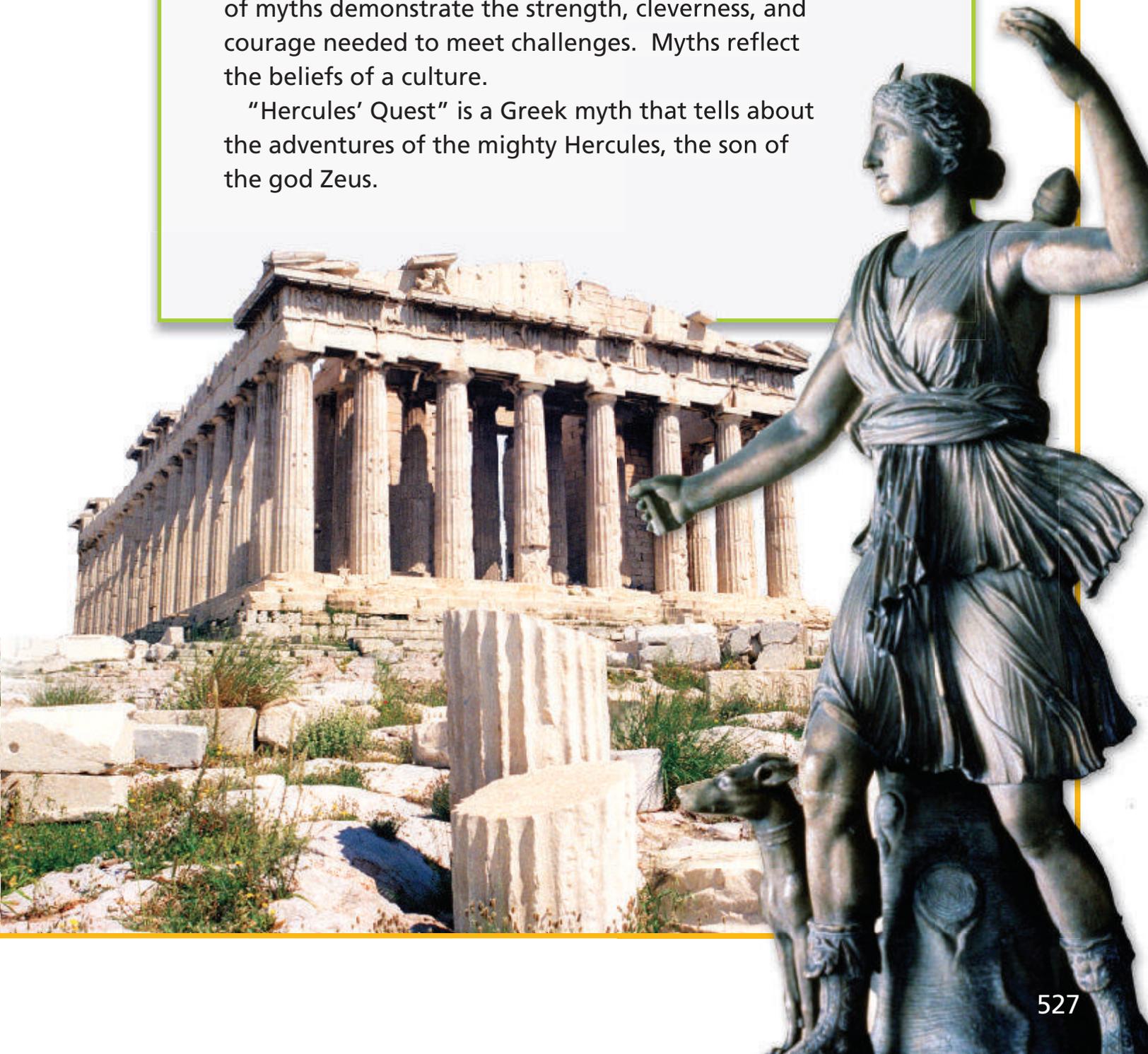
**Question** As you read “Hercules’ Quest,” ask important **questions** about each character’s behavior and personality. For example, you might ask why a character acts a certain way or says certain things. In addition to asking questions while reading, ask yourself questions about a story before and after reading, too.

## PREVIEW THE TOPIC

### Traditional Tales

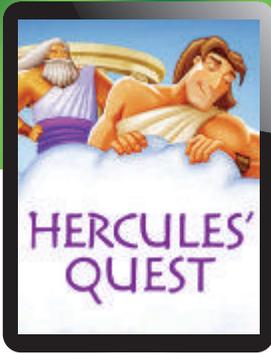
A traditional tale is a story that gets passed along through the years by word of mouth. Each culture has stories that people tell and retell. A myth is one kind of traditional tale. Myths often include gods, goddesses, heroes, and monsters. The heroes of myths demonstrate the strength, cleverness, and courage needed to meet challenges. Myths reflect the beliefs of a culture.

“Hercules’ Quest” is a Greek myth that tells about the adventures of the mighty Hercules, the son of the god Zeus.



## Lesson 18

# ANCHOR TEXT



### MEET THE ILLUSTRATOR

## David Harrington

David Harrington's earliest memories are of drawing pictures. He drew on anything that didn't move: floors, walls, furniture, and even the back of his homework! For David, the process for creating his characters starts with imagination. He thinks about what they are like—their personalities, attitudes, and motivations—until they become real to him. Once he knows his characters, then he begins to see them and can start to draw them. David loves to illustrate children's books. He says, "They open a door to a new world."

### ✓ TARGET SKILL

**Story Structure** Explain the elements that make up the story: characters, a setting, and a plot, or series of events.


### ✓ GENRE

**Myths** are imaginative stories that show what a group of people in the past believed. As you read, look for:

- ▶ an explanation of how people and places came to be
- ▶ larger-than-life or supernatural characters
- ▶ events that cannot happen in real life



**RL.4.2** determine theme from details/summarize; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.9** compare and contrast the treatment of similar themes and topics



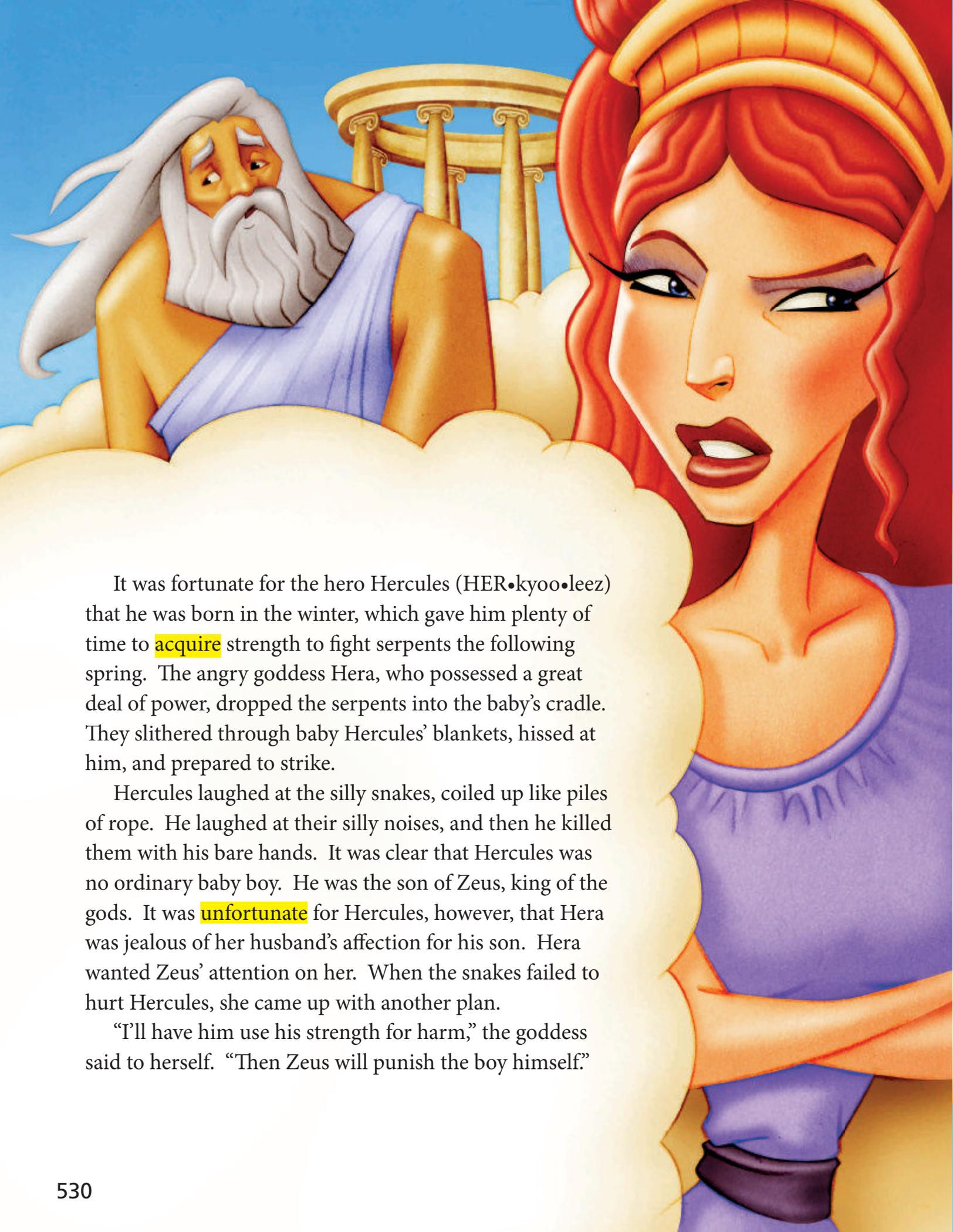
# HERCULES' QUEST

retold by Martina Melendez illustrated by David Harrington



## ESSENTIAL QUESTION

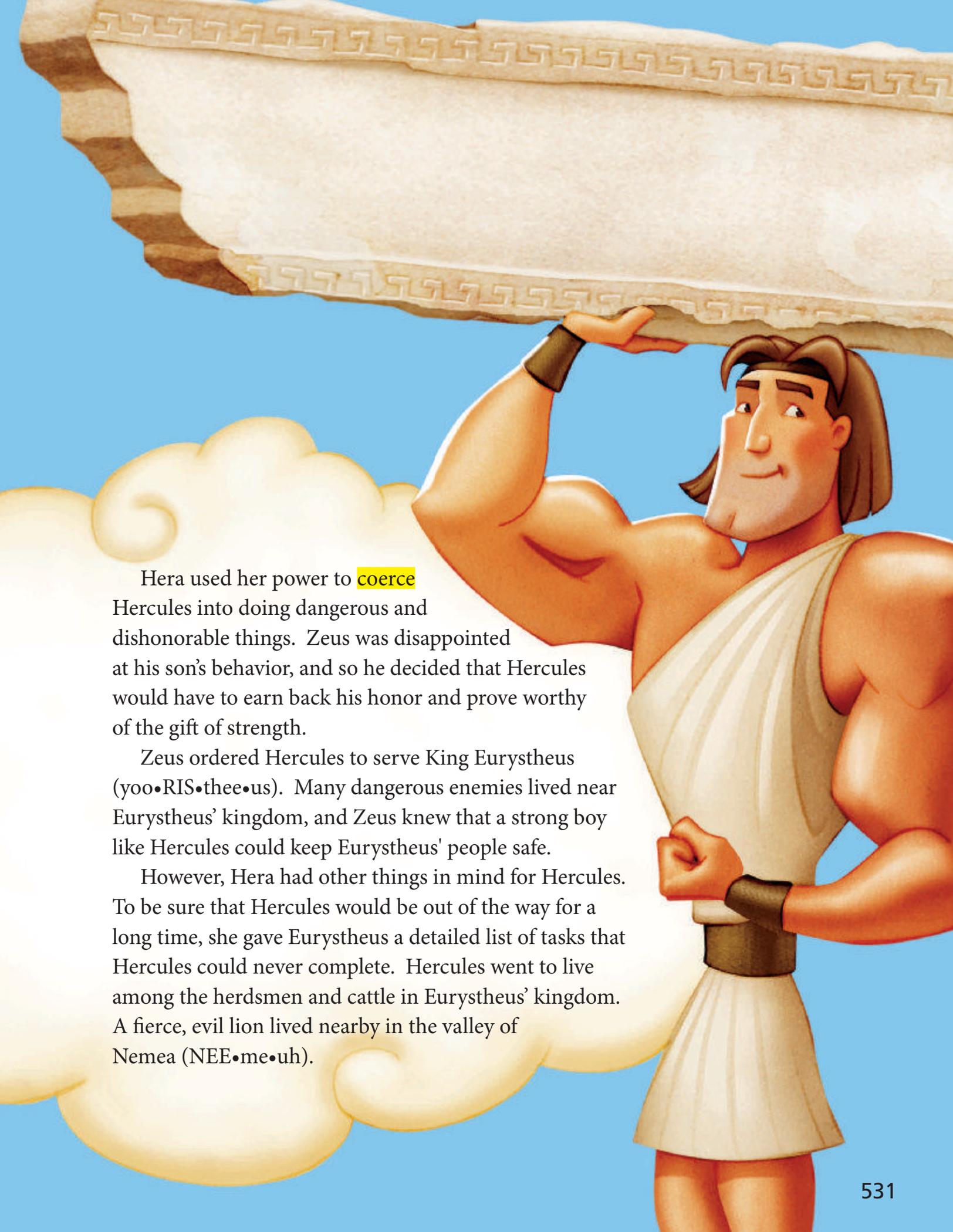
What makes a character memorable?



It was fortunate for the hero Hercules (HER•kyoo•leez) that he was born in the winter, which gave him plenty of time to **acquire** strength to fight serpents the following spring. The angry goddess Hera, who possessed a great deal of power, dropped the serpents into the baby's cradle. They slithered through baby Hercules' blankets, hissed at him, and prepared to strike.

Hercules laughed at the silly snakes, coiled up like piles of rope. He laughed at their silly noises, and then he killed them with his bare hands. It was clear that Hercules was no ordinary baby boy. He was the son of Zeus, king of the gods. It was **unfortunate** for Hercules, however, that Hera was jealous of her husband's affection for his son. Hera wanted Zeus' attention on her. When the snakes failed to hurt Hercules, she came up with another plan.

"I'll have him use his strength for harm," the goddess said to herself. "Then Zeus will punish the boy himself."

A muscular man with brown hair, wearing a white tunic and a brown sash, is holding up a large, rectangular stone slab with a Greek key pattern. He is looking up at the slab with a determined expression. The background is a bright blue sky with a large, fluffy white cloud on the left side.

Hera used her power to **coerce** Hercules into doing dangerous and dishonorable things. Zeus was disappointed at his son's behavior, and so he decided that Hercules would have to earn back his honor and prove worthy of the gift of strength.

Zeus ordered Hercules to serve King Eurystheus (yoo•RIS•thee•us). Many dangerous enemies lived near Eurystheus' kingdom, and Zeus knew that a strong boy like Hercules could keep Eurystheus' people safe.

However, Hera had other things in mind for Hercules. To be sure that Hercules would be out of the way for a long time, she gave Eurystheus a detailed list of tasks that Hercules could never complete. Hercules went to live among the herdsmen and cattle in Eurystheus' kingdom. A fierce, evil lion lived nearby in the valley of Nemea (NEE•me•uh).

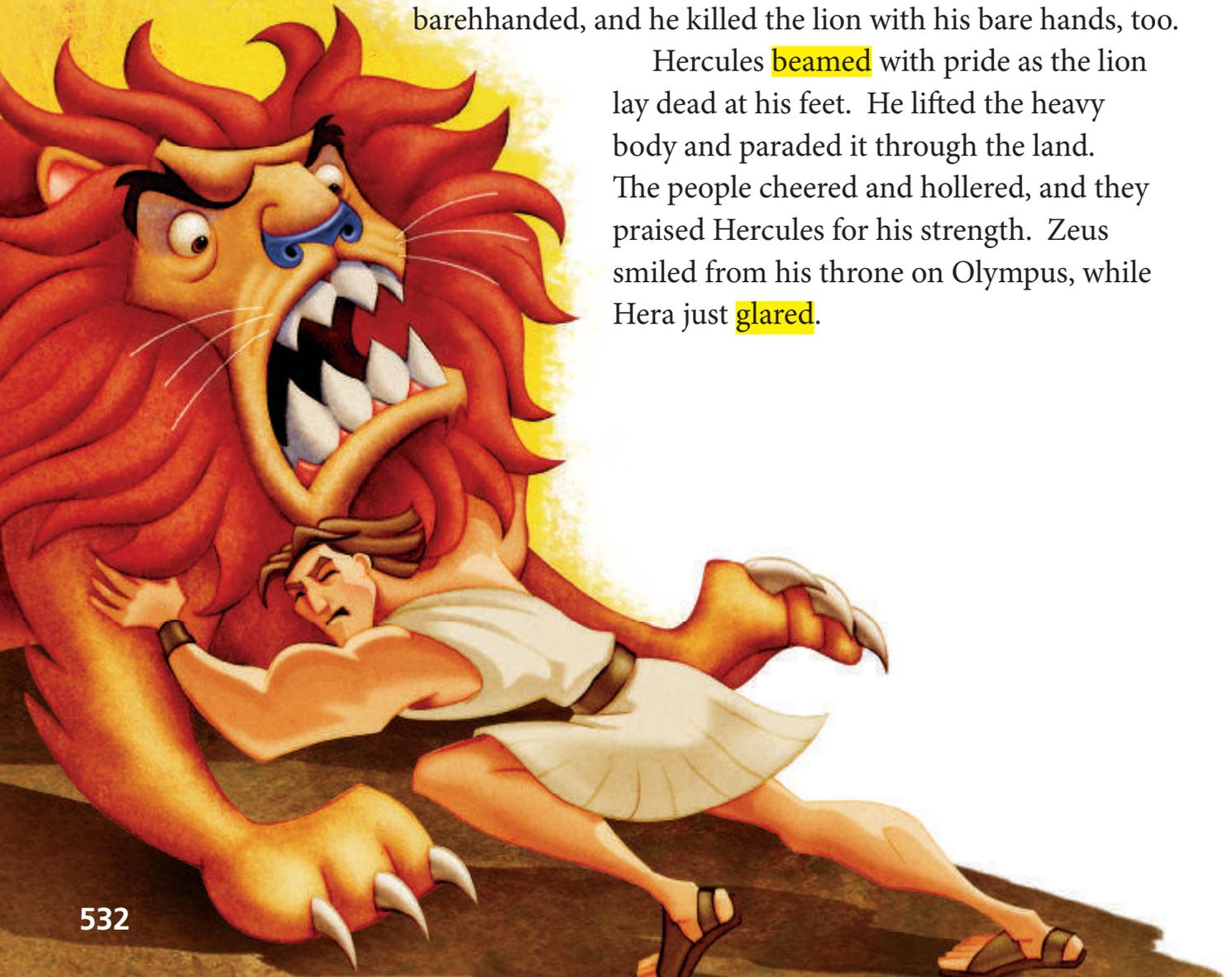
“Your first task,” said King Eurystheus, “is to kill the Nemean lion.”

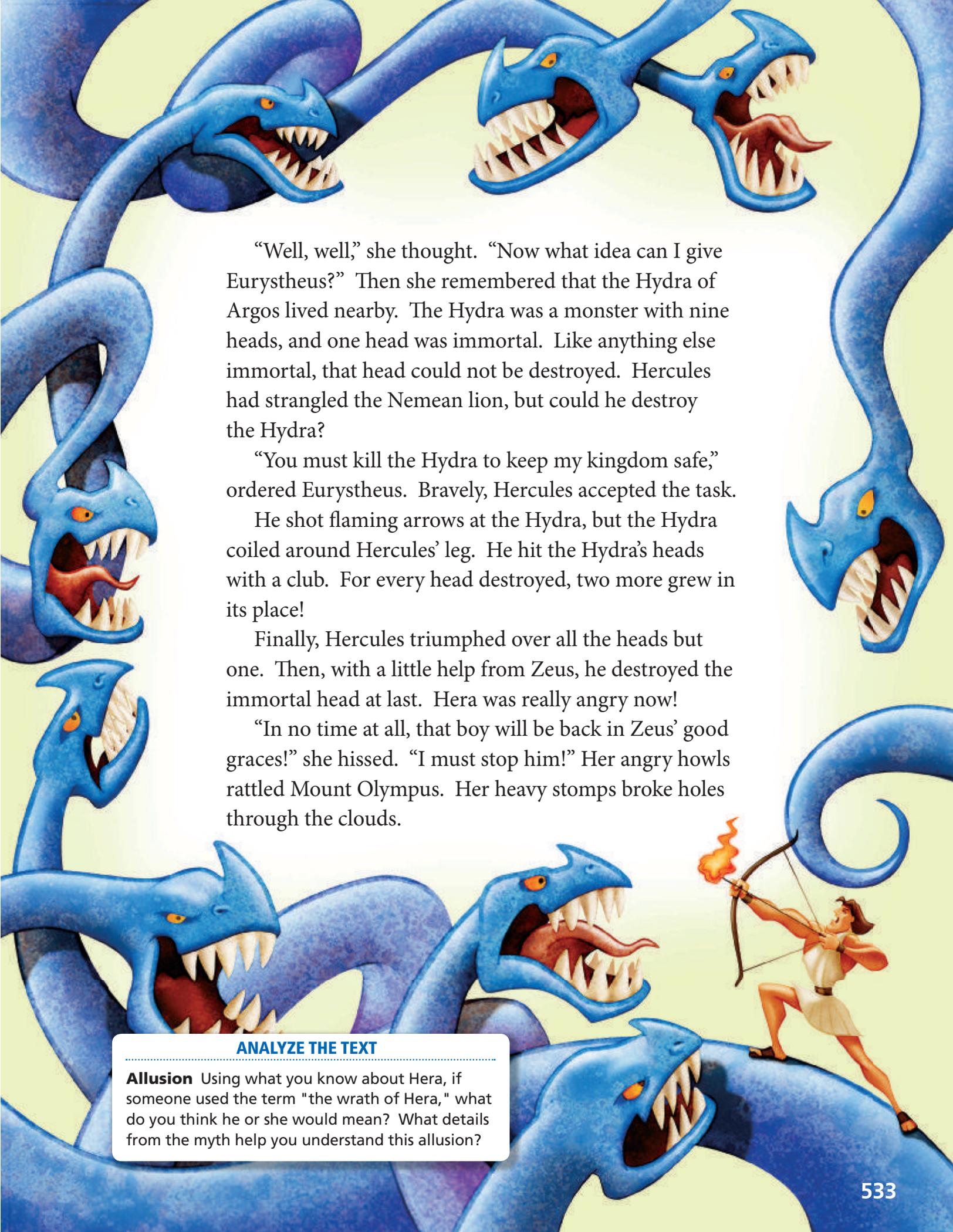
The impossible mission was Hera’s idea, of course. The lion had claws like gleaming swords and teeth even sharper. It could eat a herd of antelope for breakfast and a small boy in a single bite.

After accepting the challenge, Hercules watched and waited for the lion to come out of the forest. “The lion may be strong, but I am stronger,” Hercules **boasted**, “I fought serpents when I was a baby; I killed them with my hands.”

When the lion emerged, Hercules first tried to kill the lion with his mighty club, but that failed and so he tried to kill the lion with razor-sharp spears. When no weapon Hercules possessed would harm the beast, the boy wrapped his arms around the lion’s neck. Hercules had killed serpents barehanded, and he killed the lion with his bare hands, too.

Hercules **beamed** with pride as the lion lay dead at his feet. He lifted the heavy body and paraded it through the land. The people cheered and hollered, and they praised Hercules for his strength. Zeus smiled from his throne on Olympus, while Hera just **glared**.





“Well, well,” she thought. “Now what idea can I give Eurystheus?” Then she remembered that the Hydra of Argos lived nearby. The Hydra was a monster with nine heads, and one head was immortal. Like anything else immortal, that head could not be destroyed. Hercules had strangled the Nemean lion, but could he destroy the Hydra?

“You must kill the Hydra to keep my kingdom safe,” ordered Eurystheus. Bravely, Hercules accepted the task.

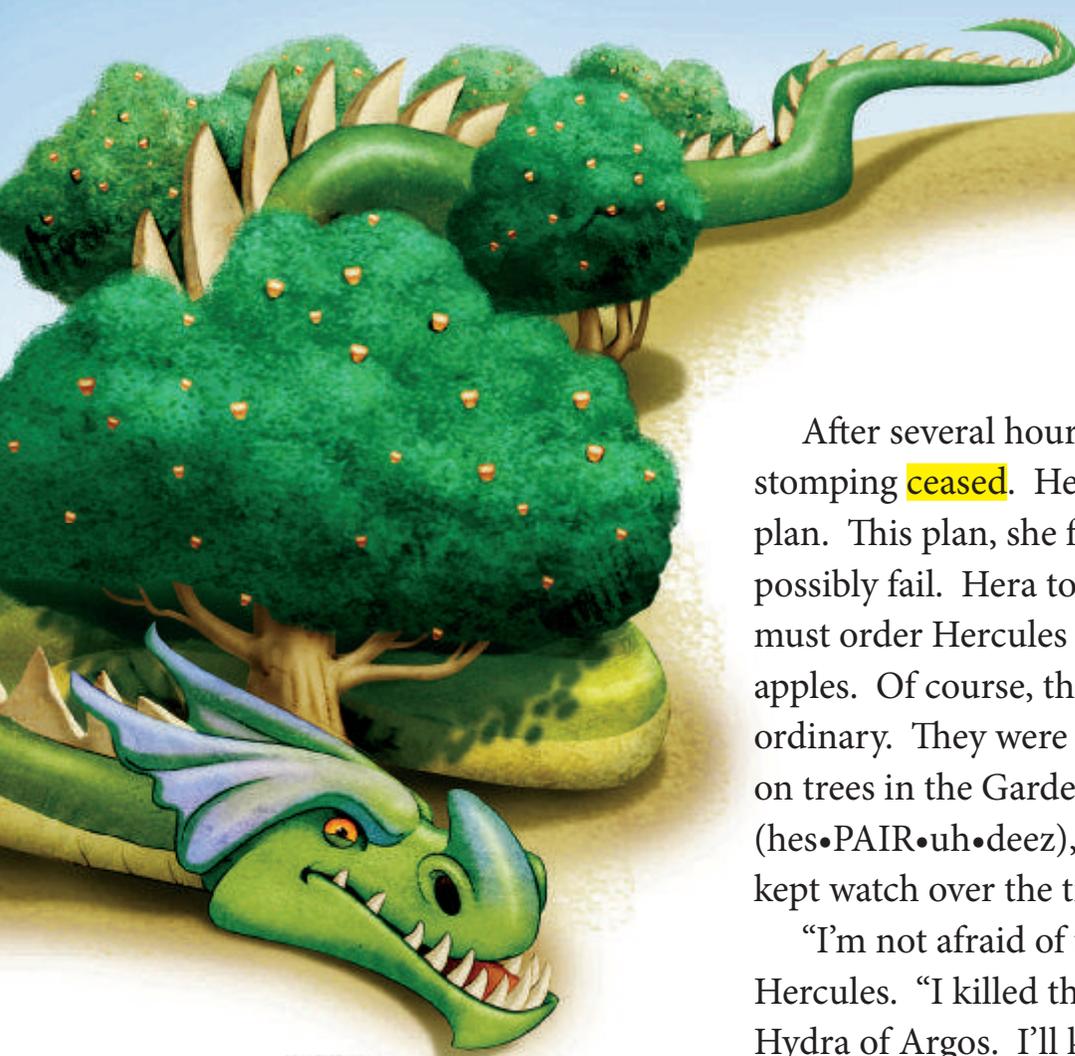
He shot flaming arrows at the Hydra, but the Hydra coiled around Hercules’ leg. He hit the Hydra’s heads with a club. For every head destroyed, two more grew in its place!

Finally, Hercules triumphed over all the heads but one. Then, with a little help from Zeus, he destroyed the immortal head at last. Hera was really angry now!

“In no time at all, that boy will be back in Zeus’ good graces!” she hissed. “I must stop him!” Her angry howls rattled Mount Olympus. Her heavy stomps broke holes through the clouds.

#### ANALYZE THE TEXT

**Allusion** Using what you know about Hera, if someone used the term “the wrath of Hera,” what do you think he or she would mean? What details from the myth help you understand this allusion?



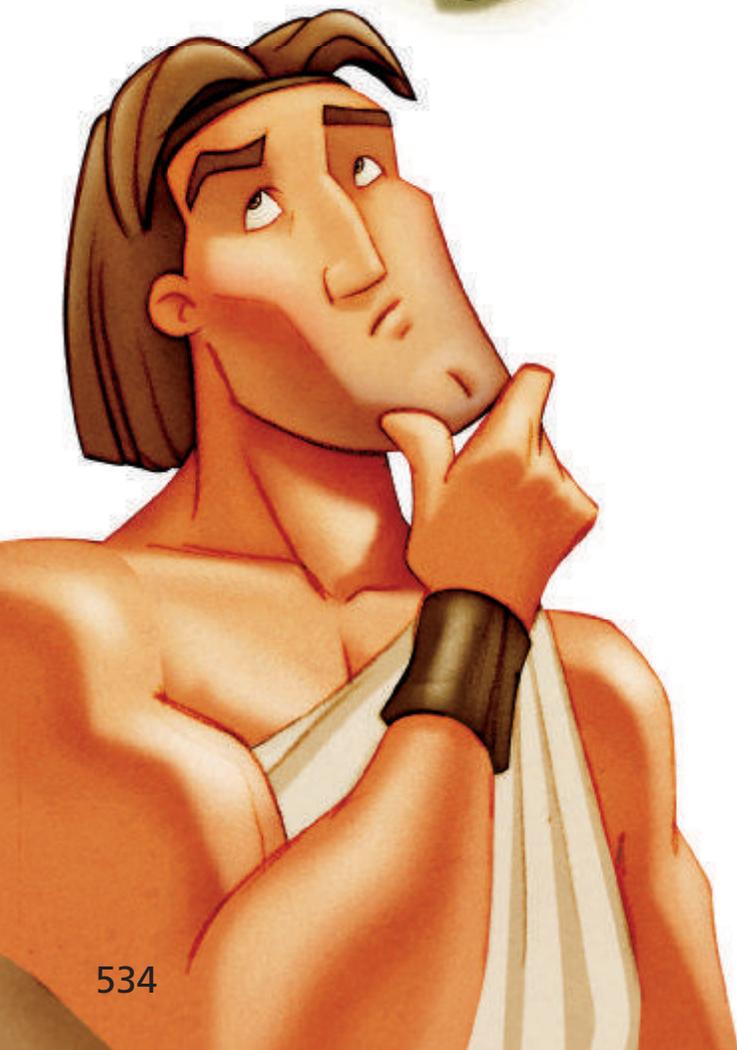
After several hours, her storming and stomping **ceased**. Hera came up with a plan. This plan, she felt certain, could not possibly fail. Hera told Eurystheus that he must order Hercules to bring him some apples. Of course, the apples were not ordinary. They were made of gold and grew on trees in the Garden of the Hesperides (hes•PAIR•uh•deez), and a fierce dragon kept watch over the trees.

“I’m not afraid of that dragon,” **declared** Hercules. “I killed the Nemean lion and the Hydra of Argos. I’ll kill the dragon while he’s sleeping.”

When Hercules approached the garden, the dragon was sleeping, just as Hercules had hoped. Upon hearing the boy’s footsteps, however, the dragon opened one eye to peek at his unwanted guest.

Hercules approached the creature, which lay coiled among the trees. The apples hung from the trees’ branches. The branches hung over the dragon’s head.

Hercules **devised** a plan. “I’ll ask Atlas to get me the apples,” he said with confidence. Atlas owned the Garden of the Hesperides, and the dragon worked for him.



An illustration of the mythological figure Atlas. He is a muscular man with a dark beard and hair, wearing a blue tunic and sandals. He is shown from the waist up, standing on a green, rocky outcrop. His arms are raised, and he is holding a large, swirling, blue and purple sky above him. The background is a dark blue night sky with stars. In the foreground, there is a large, white, cloud-like shape that contains the text.

Hercules walked for weeks to reach the Mountain of Atlas. Atlas had been sent there long ago as punishment from the gods. Atlas was doomed to spend his life holding the weight of the world on his shoulders. “Perhaps,” thought Hercules, “Atlas could use some help.”

“Poor Atlas,” said Hercules. “You must be so tired. Won’t you let me carry your load for you a while? I am strong enough to do it.”

Atlas was overjoyed! He could hardly believe his ears! He dreamed about walking the earth and smelling the flowers once again. He longed to wade through rivers and streams.

“I’ll be happy to give you a rest,” Hercules told Atlas, “if you’ll do one little thing for me. Bring me some apples from the Garden of the Hesperides.”

Atlas agreed and left promptly. He walked joyfully over the land.

Before too long, Atlas returned. He placed the apples before Hercules, thanked him kindly, and prepared to go on his way.

“The apples are not for me,” explained Hercules. “I must take them to King Eurystheus.”

#### ANALYZE THE TEXT

**Story Structure** Many traditional stories are told in a pattern of events called the **quest**. In a quest, a hero must complete certain tasks in order to reach a goal. How is the myth of Hercules a quest? Use specific story events and details to explain your ideas.

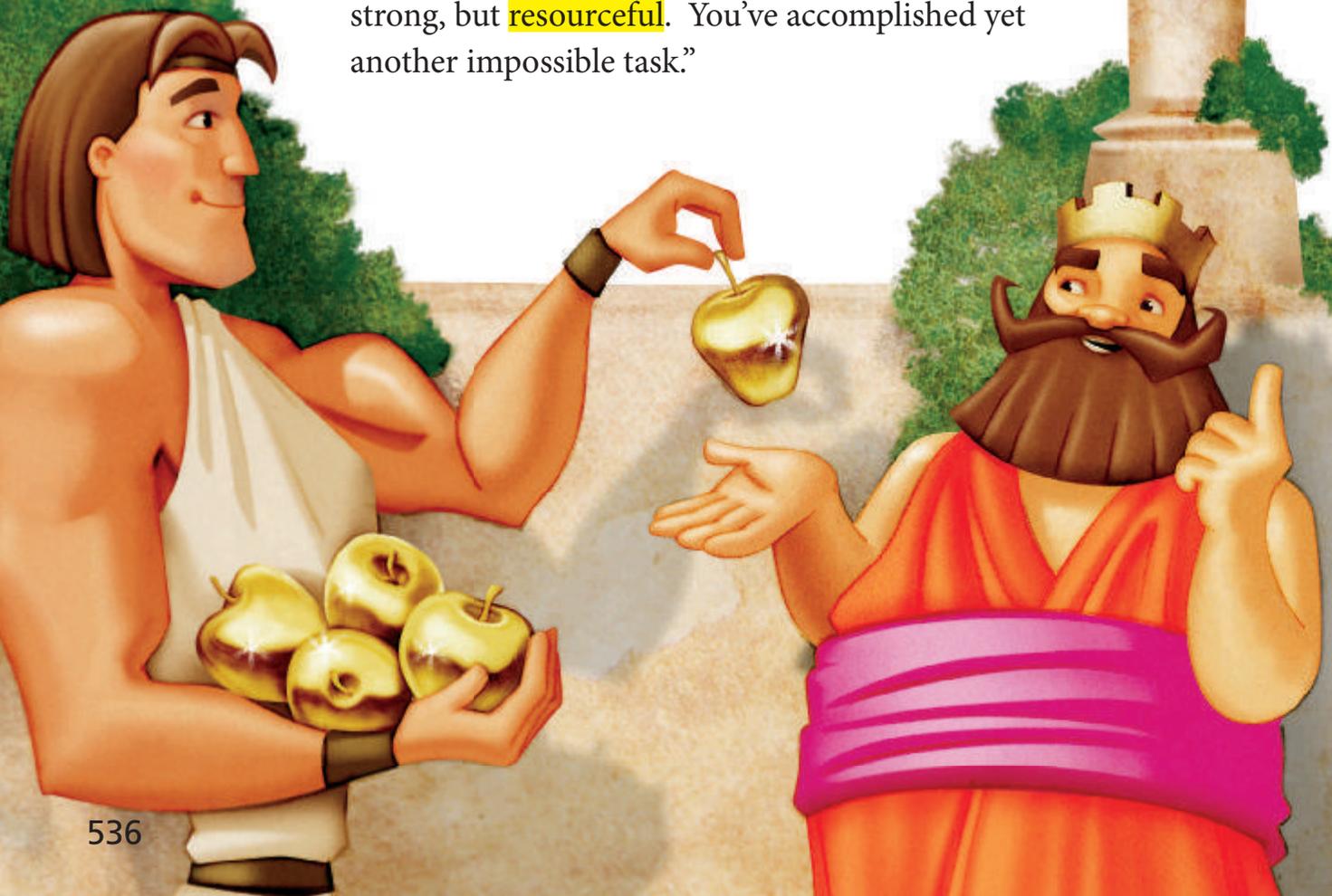
“I’ll take the apples to him for you,” said Atlas, who had tasted freedom and wanted more of it. Hercules was sure he would never return.

“Oh, would you please take them for me?” Hercules begged without missing a beat. “I would be forever grateful. But I am not as used to this load as you are, and my arms have grown tired and stiff. Would you relieve me for just a minute while I take a little rest?”

Atlas shrugged his shoulders. “Okay, just for a moment, and then I will personally deliver your apples for you,” he said. He handed Hercules the apples and took back the weight of the world.

Hercules stretched his weary shoulders. He stretched his arms and legs. Then he bid Atlas a fond farewell and left for Eurystheus’ palace.

“Well, well,” said Eurystheus when Hercules gave him the golden apples. “You are not only strong, but **resourceful**. You’ve accomplished yet another impossible task.”





Now, Eurystheus was a powerful king, but Zeus was a powerful god. Zeus had the power to grant the gift of strength, and he had the power to take it away. From that day on, Hercules promised to use his strength only to help others. He treated people respectfully and acted kindly at all times.

Zeus was pleased with his son Hercules and rewarded him. He brought his son to Mount Olympus to live among the gods. Hercules was now immortal and lived forever on Olympus with a duty to protect the mortals below.

#### ANALYZE THE TEXT

**Theme** What lesson do you learn from how Hercules handled each task? Use details from the myth to support your ideas.



# Dig Deeper

## How to Analyze the Text

Use these pages to learn about Story Structure, Theme, and Allusion. Then read “Hercules’ Quest” again to apply what you learned.

### Story Structure

Myths such as “Hercules’ Quest” contain characters, a setting, and a plot. **Characters** are often gods and goddesses with supernatural powers. The **setting** is the time and place in which the story occurs. In myths, the **plot**—or series of events—is typically made up of tests that the main character must pass while on a journey, or **quest**. These tests often come in a pattern of three.

Look for text evidence in the story to help you describe the characters, setting, and plot. Turn to pages 530–531. How does the author describe the setting of the story? What do these details tell you about what could happen in the myth?

Characters	Setting
• •	• •
Plot	
• • •	



**RL.4.2** determine theme from details/summarize; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.4** determine the meaning of words and phrases, including those that allude to characters in mythology; **RL.4.9** compare and contrast the treatment of similar themes and topics

## Theme

“Hercules’ Quest” is a Greek myth from long ago. Like many myths, it sends its hero on a quest. At the end of the quest, the hero learns an important lesson about life. This life lesson is the story’s **theme**. Details about characters, events, and setting help you figure out the theme. For example, the detail that Hercules beamed with pride after killing the lion gives a hint about the theme.



## Allusion

When an author makes a reference to a famous person, place, or event, the author is using an **allusion**. Often authors refer to characters from myths to help them describe a character’s personality traits. For example, if an author writes, “Paolo had Herculean strength,” the author means that Paolo is very strong, like Hercules.

When you come across an allusion to a person not in the story, ask yourself, “Who is this person and what is this person known for?”



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *What makes a character memorable?* As you discuss, use text evidence to explain the key ideas. Also, make comments on your partner's ideas and opinions.



## Classroom Conversation

Continue your discussion of "Hercules' Quest" by explaining your answers to these questions:

- 1 Do you think that Hera and Zeus make good use of their power? Why or why not?
- 2 Do you think Hercules should have tricked Atlas into holding up the world again? Explain.
- 3 What lesson did you learn from the myth?

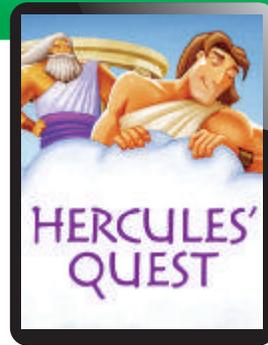
## HERCULES: THE PERFORMANCE

**Make Connections Between a Performance and a Text** With a small group, select a scene from the myth. Rehearse the scene and then perform it for classmates. In a discussion with classmates, compare how the actors portrayed specific details and events and how the details and events were described in the myth.



## WRITE ABOUT READING

**Response** Imagine you are a TV interviewer. What questions would you ask Hercules? Write a list of these questions, leaving space below each to record the answers. With a partner, take turns asking and answering each other's questions. Jot down notes about each answer.



### Writing Tip

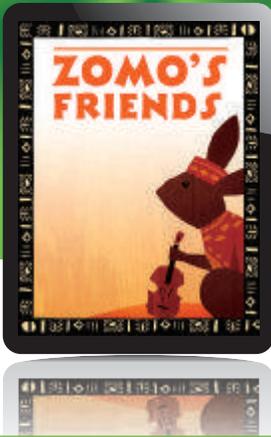
Use specific nouns and precise verbs in your questions to make them clear and easy to understand. Be sure to use correct punctuation at the end of each question.



**RL.4.2** determine theme from details/summarize; **RL.4.7** make connections between the text and a visual or oral presentation of it; **W.4.10** write routinely over extended time frames and shorter time frames; **SL.4.1c** pose and respond to questions and make comments that contribute to the discussion and link to others' remarks; **SL.4.1d** review key ideas expressed and explain own ideas and understanding; **L.4.3a** choose words and phrases to convey ideas precisely

## Lesson 18

# FOLKTALE



### ✓ GENRE

A **folktale** is a story that has been handed down from one generation to the next. The characters are often animals who learn a lesson about life.

### ✓ TEXT FOCUS

**Adages and proverbs** are short sayings that tell a basic truth. You have probably heard the saying, "The early bird catches the worm."

**COMMON CORE**  
**RL.4.10** read and comprehend literature;  
**L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs

# ZOMO'S FRIENDS

retold by Tamara Andrews  
illustrated by Benjamin Bay

**T**he best way to have a friend is to be one. Zomo the Rabbit didn't know that—he had to learn it for himself. Many animals lived in the jungle, and many were good friends to one another. Zomo thought he was better than all the other animals, and he certainly thought he was more clever. He was the cleverest animal in the jungle. He was the cleverest animal in the land.



Zomo was quite proud of his cleverness. He often boasted and bragged to the other animals, and he laughed at his own many tricks. But as much as Zomo liked being clever, he was not happy. The animals were tired of Zomo's boasting and bragging. Not one of them wanted to be Zomo's friend.

So Zomo the Rabbit went to talk to Sky God for advice. He waited at the big rock in the jungle where he knew Sky God often appeared.



“The animals don’t trust you,” Sky God told Zomo. “They have all been victims of your tricks, and you have lost their respect. If it’s friendship you seek, you must earn it. The only way to have friends is to be one yourself.”

“What can I do to earn friendship?” Zomo asked Sky God. “How can I earn the animals’ trust?”

“Show them you can be trusted,” said Sky God. “Bring me the tail of the Zebra,” ordered Sky God. Zebra lived in the grasslands far away.

“Remember,” warned Sky God, “cleverness is a gift, but you must learn to use it wisely. Trickery can be used for good, but trickery can also make others angry. You must always do unto others as you would have others do unto you.”

Zomo was eager to start on his journey. He barely heard Sky God’s words. Zomo hopped off to find Zebra in the grasslands to the west.



"Sun will guide me," Zomo said to himself. "He goes to sleep in the western ocean. If I keep my eye on Sun, I should have no trouble finding my way." Zomo followed Sun to the grasslands. Sun kept moving west. Zomo waved goodbye as Sun sank in the deep, blue water to sleep soundly beneath the waves.

Zomo did not feel sleepy. He had far too much to do. The sky was black, and the grasslands before him appeared endless. "I'm sure that Zebra is hiding from me!" he thought. "I can't see through the darkness! Zebra could be just around the corner, or he could be hiding far, far away."

At first, Zomo decided that he'd wait for morning and ask Sun to help him find Zebra. "Zebra can't hide from the light of Sun's day!" Zomo reasoned. Just then, though, he remembered Sky God's words. "If I am going to gain Zebra's trust," thought Zomo, "I should not use tricks or shortcuts. I will have to search for Zebra all by myself."



Zomo walked through the grasslands and began to play his violin. The music awakened Zebra, who listened and began to dance.

As he played, Zomo watched Zebra move with grace amid the tall grass. "Why Zebra!" Zomo called out. "How lovely! How did you learn to dance?"

Zebra stopped dancing. Zomo stopped playing.

"I learned to dance from my father," said Zebra. "He was the greatest dancer in the jungle and the greatest dancer in all the land. When my father danced, the rain fell softly from the sky." Zebra swayed this way and that way, gliding across the grasslands. He reached for Zomo's hand.

Together, they glided from left to right. Hand in hand, they danced until Sun appeared again. They smiled as a soft warm rain fell from the clouds and watered the land.





Zomo said goodbye to Zebra. He hopped back to find Sky God.

"Did you bring me the tail of Zebra?" asked Sky God.

"Indeed I did," Zomo replied. "And what a beautiful tale it is!" Zomo shared the lovely tale of Zebra and the rain dance.

Sky God smiled. "I am glad to see that you are learning how to be clever without playing tricks. You have brought back a tale and made a friend in the grasslands. That is good, but just a start."

Zomo barely heard these words as he thought happily about his dance with Zebra in the soft rain.

"Remember, Zomo," said Sky God, "you are clever, and cleverness is a gift. It is said, *A little rain each day will fill the rivers to overflowing.* If it's further friendship you seek, you must do more to earn it. Bring me the tears of the Crocodile." Sky God waved goodbye to the rabbit and disappeared into the clouds.

Zomo waved back, and once again he began a long hop. He followed a winding path through the jungle and arrived at a great swamp. In the middle of the water lay Crocodile, fast asleep.



“Hey, Croc!” shouted Zomo. “It’s morning! Don’t you think it’s time to wake up?” Crocodile opened his eyes angrily. The last thing he wanted to see was Zomo. He took one look and snapped his eyes shut.

“I have a story to tell you,” said Zomo. “It’s really a beautiful tale.” He started talking, but Croc kept his eyes shut. Zomo shared the tale of Zebra and the rain dance. He told about how Zebra’s dancing made the rain fall from the clouds. Finally, Croc began to listen, wide awake!

“Aha! I have your attention,” said Zomo. “Now I can show you the dance.” Zomo began to dance, but not like he danced with Zebra. He did not glide—he hopped. He did not sway—he fell. He fell into the water near Crocodile. His hat landed upside down.

Crocodile laughed and laughed. Zomo began laughing, too. Crocodile laughed so hard he cried big crocodile tears. The tears dripped from his eyes and fell into Zomo’s hat.





Zomo felt very clever indeed. He waved goodbye to Crocodile and walked the long way back to Sky God. Once again, Sky God was impressed.

“So now you have a friend in the grasslands,” said Sky God. “You have Crocodile’s friendship, too. You made them smile and laugh, but these animals are not happy. They won’t be happy at all until someone brings back the Moon.”

Zomo had forgotten about the Moon. The Moon had been stolen years ago, and the night sky had grown very dark. “I brought back the tale of Zebra,” thought Zomo. “I brought back Crocodile’s tears, too. I can bring back the Moon—I know it. I am the cleverest animal in the jungle. I am the cleverest animal in all the land.”

Zomo set out once again, this time to look for the Moon. He walked deep into the jungle and searched for the deepest ditch. Before long, he found it. He peered inside, and just as he suspected, he saw a faint white ball glowing beneath the dirt.



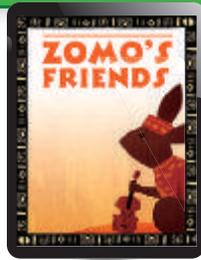
Zomo wasted no time. He was sure he had found the Moon. He tipped over his hat, which was quite heavy with Croc's tears, and emptied it into the ditch. As the water in the ditch got higher and higher, the Moon floated to the surface. Zomo lifted it from the water and tossed it up in the sky.



The animals came out from their hidden homes in the jungle. One by one, they looked up at the sky. Suddenly, the animals began shouting! "Hooray for Zomo!" shouted Casey the Camel. "Friend to us all," said Glinda the Goat.

Zomo felt more clever than ever. He felt better than ever, too. It was great to be clever, but it was even better to have friends. It seemed all of the animals were now Zomo's friends. He remembered an old saying that was kind of clever: *You can never have enough friends.*



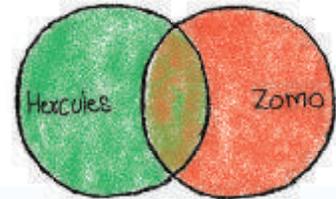


# Compare Texts



## TEXT TO TEXT

**Compare Quests** Complete a Venn diagram to compare and contrast the patterns of events in the myth "Hercules' Quest" and in the folktale "Zomo's Friends." In what way are Hercules' and Zomo's quests alike? How are they different? Think about the number and type of tasks each performs.



## TEXT TO SELF

**Write Sayings** Think about the theme in "Hercules' Quest" and "Zomo's Friends." What lesson or new understanding did you learn from the myth and the folktale? Write an adage or proverb stating clearly what you learned from each story. An adage or proverb is a brief saying that teaches something in a memorable way.



## TEXT TO WORLD

**Compare Tales** Think of other folktales you have read or heard from other cultures. Compare and contrast the pattern of events and themes of one of those tales with "Hercules' Quest" and "Zomo's Friends." With a partner, discuss the similarities and differences.



**RL.4.2** determine theme from details/summarize; **RL.4.9** compare and contrast the treatment of similar themes and topics; **L.4.5b** recognize and explain the meaning of idioms, adages, and proverbs

# Grammar



## What Is a Preposition? What Is a Prepositional Phrase?

A **preposition** is a word that shows a connection between other words in a sentence. A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.

Prepositions are used to convey location or time, or to provide other details.

### Prepositions and Prepositional Phrases

**Convey location:**

My hero traveled to the Lost Kingdom.

Diagram: A bracket above "to the Lost Kingdom" is labeled "prepositional phrase". A bracket below "to" is labeled "preposition". A bracket below "the Lost Kingdom" is labeled "noun".

**Convey time:**

She stayed there for three days.

Diagram: A bracket above "for three days" is labeled "prepositional phrase". A bracket below "for" is labeled "preposition". A bracket below "three days" is labeled "noun".

**Provide details:**

She learned many lessons about trust.

Diagram: A bracket above "about trust" is labeled "prepositional phrase". A bracket below "about" is labeled "preposition". A bracket below "trust" is labeled "noun".

### Try This!

Find the prepositions in the underlined prepositional phrases. Tell whether each prepositional phrase conveys location or time, or provides other details.

- 1 A fierce lion lived in Nemea.
- 2 Hercules arrived before sundown.
- 3 Hercules hit the Hydra with a club.
- 4 The hero was tired after his adventures.

In your writing you can use prepositional phrases to add helpful and interesting information to your sentences. Adding details to your sentences helps the reader visualize what you are describing.

### Less Descriptive Sentence



The dragon watched us carefully.

### More Descriptive Sentence



The dragon with long, sharp teeth watched us carefully.



## Connect Grammar to Writing

As you revise your story, look for sentences that you can make more descriptive by adding prepositional phrases.



**W.4.3a** orient the reader by establishing a situation and introducing a narrator or characters/organize an event sequence; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.3d** use concrete words and phrases and sensory details; **W.4.3e** provide a conclusion; **L.4.3a** choose words and phrases to convey ideas precisely

# Narrative Writing

**Word Choice** In "Hercules' Quest," the author uses concrete words and synonyms to be specific and to avoid repeating words. For example, instead of repeating *strong*, she uses *fierce*, which makes the detail more vivid. When you revise your **story**, replace repeated words with more exact synonyms. As you revise, use the Writing Traits Checklist.



Tina drafted a story about a boy who went on a quest. Later, she replaced some words with synonyms.

## Revised Draft

Balthazar was large and strong. No one had ever seen such a ~~strong~~<sup>mighty</sup> kid. By the time he was eight, he had grown as tall as a coconut tree!

One day an ogre kidnapped the wisest ~~woman~~<sup>in the village</sup>. Balthazar knew he had to rescue her. First, Balthazar encountered a giant serpent. He crushed the ~~serpent~~<sup>snake</sup> easily ~~using his brute strength~~<sup>using his brute strength</sup>.



### Writing Traits Checklist

- Ideas**  
Did I include vivid details?
- Organization**  
Did I write an interesting opening?
- Word Choice**  
Did I use synonyms to avoid repeating words?
- Voice**  
Did I use an appropriate tone?
- Sentence Fluency**  
Did I vary the way my sentences begin?
- Conventions**  
Did I use correct spelling, grammar, and mechanics?

## Final Copy

# Strength Plus

by Tina Herzog

Balthazar was large and strong. No one had ever seen such a mighty kid. By the time he was eight, he had grown as tall as a coconut tree!

One day an ogre kidnapped the wisest woman in the village. Balthazar knew he had to rescue her. First, Balthazar encountered a giant serpent. Using his brute strength, he crushed the snake easily. Then, he was stopped by a man leaning on a tree. He exclaimed, "I will let you pass if you solve this riddle." Balthazar worked for three days to figure out the answer, but at last, he solved the second task.

Finally, Balthazar reached the ogre's slimy swamp. His last task was to swim a mile through mud to the middle of the swamp! He found the woman in a cage made of reeds. He set her free and brought her home. The villagers burst into a song of praise when they saw Balthazar and the wise woman approaching.

### Reading as a Writer

What repeated words in your story can you replace with synonyms? How can you make your conclusion stronger?

In my final story, I replaced some repeated words. I also varied the sentence types by moving a phrase to the beginning.

