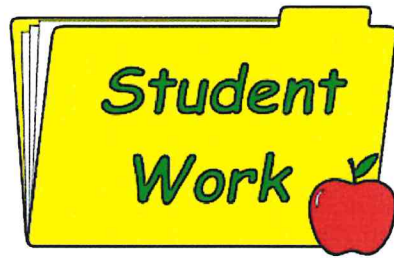


# Unity Elementary School



English/Language Arts

Con't 2/3





Answer the following questions.

1. What is the main idea of this passage?
  - A. New World monkeys are different from Old World monkeys.
  - B. Bald uakaris are interesting animals.
  - C. Central and South America are home to many monkeys.
  - D. Monkeys eat different kinds of food.
2. What is paragraph 3 MOSTLY about?
  - A. the bald uakaris' diet
  - B. the bald uakaris' home
  - C. the bald uakaris' appearance
  - D. the bald uakaris' tails and noses
3. Which of the following is NOT a supporting detail from this passage?
  - A. Uakaris have bright, red faces.
  - B. A bright, red face is a sign of good health.
  - C. Uakaris are a little over two and a half feet long.
  - D. Uakaris live in trees in groups of about ten.
4. According to the passage, uakaris like to eat
  - A. fruit, fish, and seeds.
  - B. fruit, leaves, insects, and seeds.
  - C. leaves, fruit, and vegetables.
  - D. seeds, leaves, insects, and fish.

5. According to the passage, what makes bald uakaris stand out from other monkeys?

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Use the Reading Guide to help you understand the passage.

## Reading Guide

Remember that the title can sometimes help you understand the topic of the passage.

What is the main idea of paragraph 3?

Which details support the idea that the river was important for food?

## The Nile River

The Nile River was very important to people in ancient Egypt. The river made life possible in the desert climate. It was a source of water the people could count on.

The Nile River helped people with farming. Many farms were close to the Nile. Each year, the river flooded its banks for about six months. When the water drained, it left behind rich, black soil. This soil was very good for planting crops. In addition, farmers dug canals from the river to the fields. The canals carried water to the crops.

The Nile River was a main route for travel. The slow flow of the river made travel safe. The river was easy to follow, unlike the roadways that could blend into their desert surroundings. People used the river to go between the two kingdoms of Upper and Lower Egypt. The river also linked Egypt to its neighbors. People used the river to transport goods, too.

The Nile River was also an important source of food. Many kinds of fish lived in the river. People caught and ate fish such as catfish, mullet, and perch. Fish was their main source of animal protein.

Even the Nile River mud came in handy. Because there were few trees, people made bricks with the river mud. They mixed mud with straw to make strong bricks. They used the bricks to build their homes, walls, and other buildings.

The people of ancient Egypt used the Nile River in many different ways. They needed the river to survive.



Answer the following questions.

6. What is the main idea of this passage?
- A. The Nile River is located in Egypt.
  - B. People in ancient Egypt needed the Nile River.
  - C. Ancient Egypt had two kingdoms.
  - D. The Nile River was full of many fish.
7. What is paragraph 2 MOSTLY about?
- A. why people ate fish from the Nile River
  - B. how Egypt was linked to its neighbors
  - C. how farmers used the Nile River
  - D. the history of the Nile River
8. Which of the following is NOT a supporting detail from this passage?
- A. The river provided water and rich soil for farming.
  - B. People used the river to transport goods.
  - C. Bricks made with river mud were used for building.
  - D. People salted the fish so they could be eaten later.
9. According to the passage, why was the Nile River important for people's homes?
- A. It gave them drinking water.
  - B. They used it to water crops.
  - C. They used the mud to make bricks.
  - D. It gave them a place to fish.
10. According to the passage, why was it easy to travel on the Nile River?

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## 14

## Text Organization



## Getting the Idea

When you read texts, you may notice certain patterns in the sentences and paragraphs. Texts can be organized in different ways.

A text can be organized by time order, or sequence. A **sequence** is an order of events. Words like *first*, *next*, *then*, *before*, *after*, *later*, and *finally* all help to tell the order of events. When events happen at the same time, words like *while*, *as*, and *at the same time* can give you clues about sequence. Some texts, like recipes and instructions, need to be organized by sequence because they show specific steps. A recipe must be followed in the correct order for the food to cook or bake correctly and taste good. Look at this example.

Here are suggested directions for making blueberry muffins.

- First, have an adult preheat the oven to 350 degrees.
- Then, place paper liners in cup sections of a muffin pan and set aside.
- Next, in a large bowl, mix together butter, eggs, salt, and sugar. In a separate bowl, blend flour and baking powder. Sift flour mixture into butter mixture a little at a time, alternating with milk, until flour mixture and milk are thoroughly blended into butter mixture. Add vanilla, and mix well. Gently mix in blueberries.
- Finally, pour batter into muffin cups, and place on center oven rack. Bake for 25 minutes or until toothpick comes out clean when inserted in center of muffin.

Other texts, like texts about people or events in history, are organized by sequence to help show you the order of events. They usually show a beginning, a middle, and an end. As in the example above, pay attention to sequence words such as *first*, *then*, and *next*.



Another way of organizing a text is by comparing and contrasting. To **compare** things means to show how they are alike. To **contrast** things means to show how they are different. Words such as *however*, *like*, *unlike*, and *although* can give you clues about comparing and contrasting. Read this paragraph.

Apples and oranges are two kinds of fruit. Apples are usually red, yellow, or green in color and have thin skin. Oranges are orange in color. Like apples, oranges grow on trees. Unlike apples, oranges have thick skin. Although they are different, they both taste good and are good for you.

Comparing and contrasting help authors talk about two or more things and show how they are similar or different. Authors can also talk about one thing and compare and contrast over time to see how it has changed.

Authors will also sometimes organize a text by **cause and effect**. This shows how one event makes another event happen. A **cause** makes something happen. An **effect** is the result of a cause.

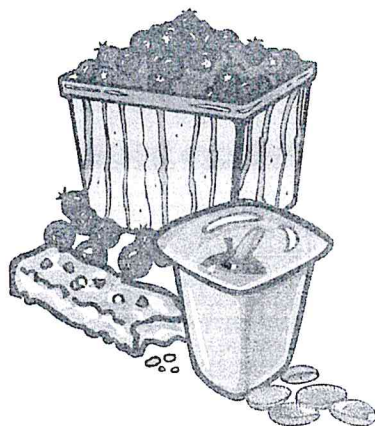
Mark woke up late for school. He hurried out the door and forgot his umbrella. Later that day it rained hard. Mark got wet on his way home. The next day, Mark woke up with a cold.

The first cause in the paragraph is that Mark forgets his umbrella. What is the effect? He gets wet when it rains later that day. Getting wet is also a cause. What is the effect? He wakes up the next morning with a cold.

## Thinking It Through

Read the following sentences, and then answer the questions that follow.

This healthful snack is easy to make. First, mix yogurt and blueberries. Next, mix in almonds. Last, sprinkle granola on top.



How is the text organized? How do you know?

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**HINT**

What clue words do you see that tell you about the text organization?



**DISCUSS**

Tell a partner what you did to get ready for school today. Describe your activities in the order you did them. Use words such as *first*, *then*, *next*, and *last*.

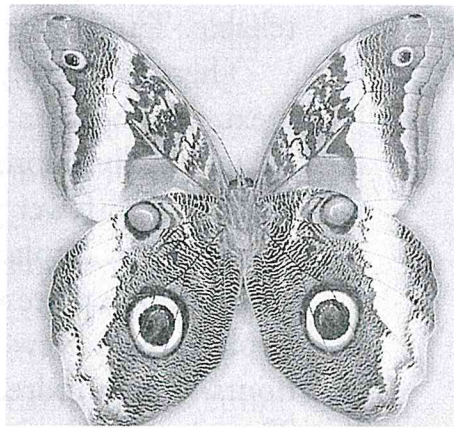




### Coached Example

Read the passage and answer the questions.

Can you tell the difference between a moth and a butterfly? Both insects have wings. They both have antennae, or long, skinny feelers, on their heads. They both drink nectar from flowers. But there are ways to tell the two apart. Unlike butterflies, moths have thick antennae that look like feathers. Most butterflies have long, smooth antennae. Moths also have bigger, fuzzier bodies. Moths fly mostly at night. Butterflies fly mostly during the day. Like moths, butterflies rest by landing on leaves or flowers. However, they rest in different ways. Butterflies hold their wings up and against each other when they rest. Moths flatten their wings out.



1. How is the text organized?

- A. by sequence
- B. by comparing and contrasting
- C. by cause and effect
- D. by alphabetical order

**HINT**

What is the focus of this passage? How does the author arrange the information in the passage?

2. Which clue word helps you figure out how the text is organized?

- A. thick
- B. wings
- C. unlike
- D. night

**HINT**

Reread the passage. What clue words do you see?



## Lesson Practice

Use the Reading Guide to help you understand the passage.

### Reading Guide

How does the author arrange the information in the passage?

Does the author use just one pattern?

Do you see any clue words that tell you the way the text is organized?

## Travel Long Ago and Today

During the past hundred years, travel has changed a lot. Back in the early 1900s many people traveled by horse or by foot. Today most Americans use a car to get where they want to go. Today it is common for a family to travel over a hundred miles for a weekend trip. A hundred years ago, people took trains to go on long trips.

Cars were around a hundred years ago. However, cars were a luxury that very few people could afford. Even if a family could afford a car, they were not very reliable. There were also very few roads to drive on.

Then cars slowly became more and more popular. Next, they became safer, more reliable, and cheaper to make. Finally, more roads were built to connect the country, and fewer people rode on trains.

Travel by airplane also became a popular way to get from one place to another. Today you can travel by airplane from New Orleans to New York in about three hours. One hundred years ago, this was not possible. The trip would take days by train. Today people can easily travel all around the world on an airplane.

Transportation is still changing today. Now many families own more than one car. People are concerned with traffic and pollution that result from too many cars. Buses and subways can cut down on pollution and city traffic. If more people rode in buses or trains, there would be less pollution in the air.



**Answer the following questions.**

- |   |  |
|---|--|
| <p>1. MOST of this passage uses which organizational pattern?</p> <p>A. sequence</p> <p>B. cause and effect</p> <p>C. alphabetical order</p> <p>D. compare and contrast</p>   | <p>3. If the author wanted to only talk about the history of cars, the BEST organizational pattern to use would be</p> <p>A. sequence.</p> <p>B. cause and effect.</p> <p>C. alphabetical order.</p> <p>D. compare and contrast.</p> |
| <p>2. If the author wanted to talk about how transportation affects the environment, which organizational pattern would he use?</p> <p>A. sequence</p> <p>B. cause and effect</p> <p>C. alphabetical order</p> <p>D. compare and contrast</p> | <p>4. Which clue words are used in paragraph 3?</p> <p>A. then, next, finally</p> <p>B. however, even if, also</p> <p>C. first, second, last</p> <p>D. for example, such as, for instance</p>  |

5. How is travel today different from travel long ago?

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Use the Reading Guide to help you understand the passage.

## Reading Guide

What clue about the organization can you find in the first sentence?

Can you find important events in the passage?

What happened after the first Little League World Series was held?

# The History of Little League Baseball

*by Tom Fitzpatrick*

In 1939, Carl Stotz had an exciting idea. He was watching his nephews play baseball. Back then, children could only play in backyards and in the street. Stotz wanted his nephews to be part of a real team, with real uniforms and a real ballpark. So, Stotz got the idea to organize a children's baseball league. After much searching, Stotz found three businesses that were willing to give him the money to get started. With that, Little League Baseball was born.

Over the next few years, more teams formed in other towns. In 1947, the first Little League World Series was held. Soon, kids were playing on Little League teams throughout the country. People also began to form Little League teams in other countries, including Panama, Cuba, Canada, and Puerto Rico. In 1957, a Mexican team became the first team from outside the United States to win the Little League World Series.

Little League's popularity continued to spread. In 1963, national television aired the Little League World Series for the first time. More and more children wanted to join Little League, so the organization added other kinds of teams. Farm teams train younger players. Older players can compete in junior and senior leagues. In 1974, Little League also started a girls' softball league.

Eventually, Carl Stotz's Little League became the largest youth-sports group in the country. Today, children from around the world take part in Little League each year.



Answer the following questions.

- |  |  |
|--|--|
| <p>6. Which kind of text organization does the author use in the passage?</p> <p>A. alphabetical order</p> <p>B. cause and effect</p> <p>C. compare and contrast</p> <p>D. sequence</p>          | <p>8. In paragraph 3, what other kind of text organization do you notice?</p> <p>A. alphabetical order</p> <p>B. cause and effect</p> <p>C. compare and contrast</p> <p>D. sequence</p>  |
| <p>7. Which of the following phrases from paragraph 1 does NOT help identify the text organization?</p> <p>A. In 1939</p> <p>B. Back then</p> <p>C. After much searching</p> <p>D. With that</p> | <p>9. What problem does the author identify in paragraph 3?</p> <p>A. More children wanted to play Little League.</p> <p>B. There were too many Little League teams.</p> <p>C. Too many younger kids wanted to play Little League.</p> <p>D. Too many children had to work on farms.</p> |
10. Explain which other kind of text organization the author could use to describe how Little League Baseball affected children's lives.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 15

## Common Features of Informational Texts



## Getting the Idea

Authors organize information to make it easier for readers to understand a passage. **Text features** are elements of informational texts that help readers find information. For example, a **title** tells you the name of a passage. The name often hints at what the passage will be about. A **heading** is a word or phrase that comes before a paragraph or section of a passage. Usually this information tells what the paragraph or section is about. Read this passage.

## Ants

## What Ants Look Like

Ants are **insects**. They have three main parts to their bodies: the head, thorax, and abdomen. They have two eyes, a pair of antennae, strong jaws, and six legs. Ants come in different colors like yellow, brown, red, or black.

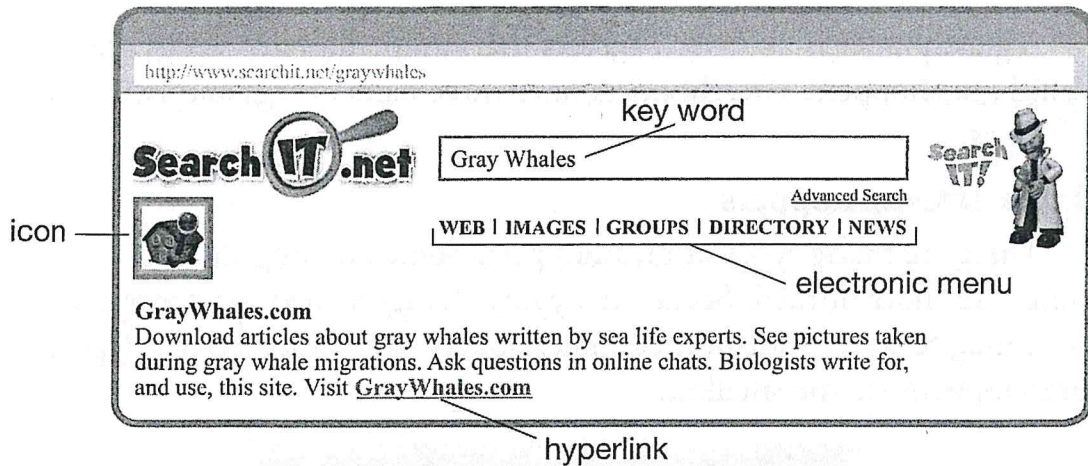
## Where Ants Live

Ants live in **colonies**. The queen ant spends most of her life just laying eggs. The workers take care of the nest. The soldiers protect the colony. Most ants live in nests. The nests are underground or under a rock.

You probably noticed that some of the text in the passage looks darker than the rest of the words. This is **bold print**. Often, as in the passage above, titles and headings are shown in bold print. Key words or phrases are put in bold print to help them stand out and show that they are important. Authors also use topic sentences to help readers. **Topic sentences** are sentences that tell the main idea of a passage or paragraph. They are usually first in a paragraph.



Web sites and computer programs have special features that help readers locate information quickly. Look at the sample Web site below.



An **electronic menu** lets you move around to different Web sites or different sections of a Web site.

A **key word** is usually a topic such as *gray whales*. When you type these words into a search engine's search window, different Web sites will appear that may have the information you are looking for.

A **hyperlink** is a word or phrase that you can click to jump to a new document, Web site, or section. Hyperlinks, or links, are usually blue and underlined.

An **icon** is a picture or symbol that you can click on.

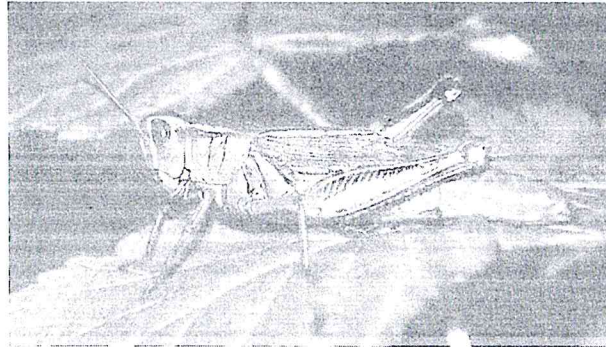
## Thinking It Through

Read the following paragraphs, and then answer the questions that follow.

A grasshopper is an insect. Insects that jump and have wings are called grasshoppers. Grasshoppers have three pairs of legs and two pairs of wings.

### Types of Grasshoppers

There are many types of grasshoppers. Some are long-horned. Some are short-horned. Some are pygmy. Long-horned grasshoppers have long feelers. Short-horned grasshoppers have short feelers. Pygmy grasshoppers are the smallest.



What would be the BEST heading for paragraph 1? Why?

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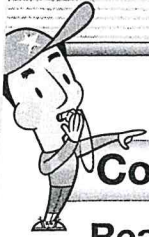
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**HINT**

A good heading will state the main idea of a paragraph or section. Read paragraph 1 again. What is it mainly about?





## Coached Example

Read the passage and answer the questions.

### His Young Life

Riley “B.B.” King was born September 16, 1925, in Mississippi. He liked music. Blues guitarists were his favorites. In 1946 he moved to Memphis, Tennessee.

### Why the Name B.B.?

King played his music live at a radio station. Sometimes he was called “Beale Street Blues Boy.” Then he called himself “Blues Boy.” The name was shortened to “B.B.”

### Who Was Lucille?

King was playing guitar in a hall. Two men got into a fight. The next day he found out the two men were fighting over a woman named Lucille. Since then he’s named every one of his guitars Lucille.



1. Which of these would be the BEST title for this passage?

A. Lucille  
B. Tennessee Blues  
C. Blues Guitarists  
D. B.B. King

**HINT**

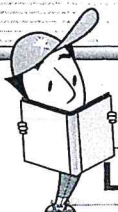
Reread the passage. Remember, the title often hints at what the passage will be about.

2. The heading at the top of paragraph 1 tells the reader

A. the paragraph is about the name “B.B.”  
B. the paragraph is about men fighting.  
C. the paragraph is about Lucille.  
D. the paragraph is about B.B.’s young life.

**HINT**

Pay attention to the information of each separate paragraph. Do the headings do a good job telling the information that is in them?



## Lesson Practice

Use the Reading Guide to help you understand the passage.

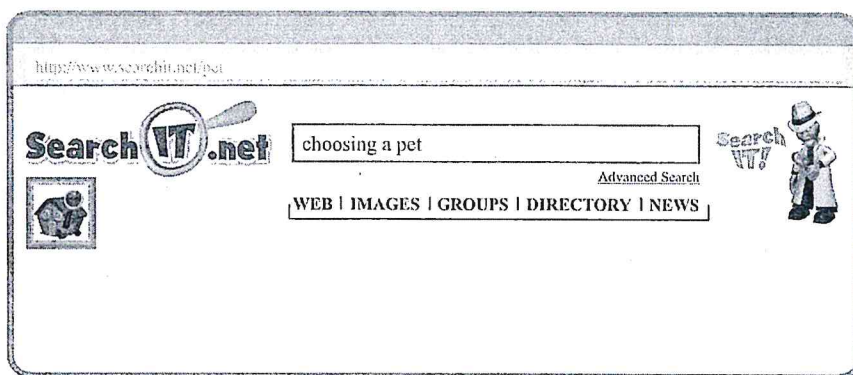
### Reading Guide

What are the features at the top of the passage?

What headings are in this passage?

Which features will help you find more information?

Notice the hyperlinks at the end of each paragraph.



### How to Choose a Pet

Confused about choosing the right pet? Choosing the right pet is a big decision. You should think about what you like to do for fun. Join our online chat rooms at [choosingpets.com](http://choosingpets.com).

### Choosing a Dog

Do you like nonstop action? A playful dog might be right for you. A dog needs to spend time outside running and jumping. Download photos and screensavers. Go to [choosingdogs.com](http://choosingdogs.com).

### Choosing Fish as Pets

Do you dislike noise? Do you like peace and quiet? A tank of beautiful fish might be for you. You can add plants and shells to make a lovely home for your pets. Download articles on building fish tanks. Visit [fishaspets.com](http://fishaspets.com).

### Choosing Cats

What about a cat? Usually, cats are quieter than dogs and do not need as much space. These furry creatures like to spend some time with their owners, but they like time alone, too. Watch videos of cats playing. Go to [catsaregreat.com](http://catsaregreat.com).



Answer the following questions.

- |  |   |
|--|---|
| <p>1. To find information about cats, which link would be MOST useful?</p> <p>A. <a href="#">choosingpets.com</a></p> <p>B. <a href="#">choosingdogs.com</a></p> <p>C. <a href="#">fishaspets.com</a></p> <p>D. <a href="#">catsaregreat.com</a></p> | <p>3. To find information about owning snakes as pets, which would be the BEST key words to use?</p> <p>A. snakes Africa</p> <p>B. pet snakes</p> <p>C. snake food</p> <p>D. South American pet</p> |
| <p>2. To download a screensaver, which link would be the MOST useful?</p> <p>A. NEWS</p> <p>B. <a href="#">fishaspets.com</a></p> <p>C. <a href="#">catsaregreat.com</a></p> <p>D. <a href="#">choosingdogs.com</a></p>                              | <p>4. A picture or symbol you can click on is called</p> <p>A. an icon.</p> <p>B. a hyperlink.</p> <p>C. a key word.</p> <p>D. a heading.</p>   |

5. Read this sentence.

**You can choose between freshwater fish and saltwater fish.**

Under which heading from the passage would this sentence BEST fit? Why?

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Use the Reading Guide to help you understand the passage.

## Reading Guide

What text features do you notice in this passage?

Look at the heading of the third paragraph. What does it tell you about the topic of the section?

What words in the passage might be unfamiliar to you? How do you know?

## A Dream Come True

by Jessica Renaud

On August 18, 1998, Karen Thorndike became the first American woman to sail around the world alone. Thorndike sailed on a 36-foot **yacht**, or large boat, called the *Amelia*. The journey included some stops along the way and many hardships. More than two years after setting sail, Thorndike finished her amazing adventure.

### The Voyage

The trip began long before Thorndike set off on the sea. It began when Thorndike first learned to sail. She began racing sail boats from Hawaii to Seattle, Washington. Soon, Thorndike started to dream about sailing around the world by herself.

Thorndike first tried to sail around the world alone in 1995. While at sea, however, she discovered that the boat needed major repairs. She quickly returned home. Thorndike set off alone again in 1996. She succeeded in **circumnavigating**, or going completely around, the world. In all, she sailed more than thirty thousand miles.

### Staying in Touch

Thorndike wanted to share her journey with others. She set up her own Web site and posted location reports, weather updates, and her thoughts about her experiences. People from all over the world were able to follow her sailing adventures. Thorndike knew that at any time of the day or night, someone might log on and become part of her difficult and dangerous trip around the world.



Answer the following questions.

6. What would be the BEST heading for the first paragraph?
  - A. In the Beginning
  - B. Building a Dream
  - C. Sailing Around the World
  - D. Two Years Later
7. Which detail fits BEST under the heading "The Voyage"?
  - A. Thorndike was born in 1942.
  - B. Thorndike was an expert hiker before she began sailing.
  - C. In 2015, another woman tried rowing across the Pacific on her own.
  - D. Thorndike fell ill near the Falkland Islands.
8. What do you notice about the words in bold print?
  - A. They are more than one syllable.
  - B. They have to do with sailing.
  - C. They are foreign words.
  - D. They are very basic words.
9. What would be the BEST text feature for the paragraph "Staying in Touch"?
  - A. bold-faced words
  - B. a hyperlink
  - C. a topic sentence
  - D. an icon

10. What is the purpose of the headings in the passage?

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## 16

## Reading in the Subject Areas



## Getting the Idea

When you read informational texts, pay attention to what type of words are used. They are not written the way we speak every day. Likewise, you would rarely use these special words in a conversation. For example, in a social studies text, you may learn about where a country is located, based on *latitude* and *longitude*. However, you would not use the words *latitude* and *longitude* in a conversation, such as when telling someone where a store is located.

The language, or words, you read will change depending on the **subject**, or area of study. Each subject will use words that have meanings that are special to that subject. You will come across many words that you will not know. The words are usually in bold print and appear in a glossary at the end of the text. A **glossary** is a list of words and their meanings.

Sometimes, you will come across a word you know being used differently. That is because sometimes the same word will have different meanings. Think about the word *pound*. When you read a science text, the word *pound* might mean “a unit of measure for weight.” But when you read social studies texts, the word *pound* might mean “money used in England.”

Read these two passages.

### Our Solar System

Our solar system is made up of the sun and eight planets. The planets all revolve around the sun. It takes 365 days for Earth to make a complete **revolution** around the sun.

### The American Revolution

The American Revolution took place during the last half of the eighteenth century. The thirteen colonies in North America joined together to break free from the British Empire. The colonies did not have any members in Great Britain's Parliament. They felt that Great Britain, then, had no right to rule them. They wanted a change, or a **revolution**.

The two passages are very different, both in subject and in language. The first passage is a science text that talks about our solar system. The second passage is a social studies text about the American Revolution. Notice that the word *revolution* is used differently in both passages. In the first passage, *revolution* stands for the movement of a planet going around the sun. In the second passage, *revolution* stands for a change. The same word can have very different meanings and uses in different subjects.

Even an English language arts text uses its own special vocabulary. For instance, in a language arts text you can learn about *capitalization*, *punctuation*, *nouns*, *pronouns*, *verbs*, *adjectives*, *adverbs*, *sentence structure*, *subjects*, *objects*, and *predicates*.



## Thinking It Through

Read the following paragraph, and then answer the questions that follow.

**Economics** is the study of how people choose to use resources. Many economic choices involve goods and services. **Goods** are items that people buy or sell, such as a book, a car, or a computer. **Services** are work done for other people for a fee. Doctors, lawyers, teachers, and chefs all provide services.



Why are some words in bold? In what subject area would you study these words?

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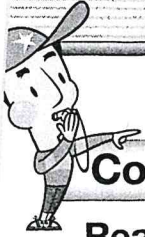
**HINT**

In which subject would you learn about history, government, and economics?



**DISCUSS**

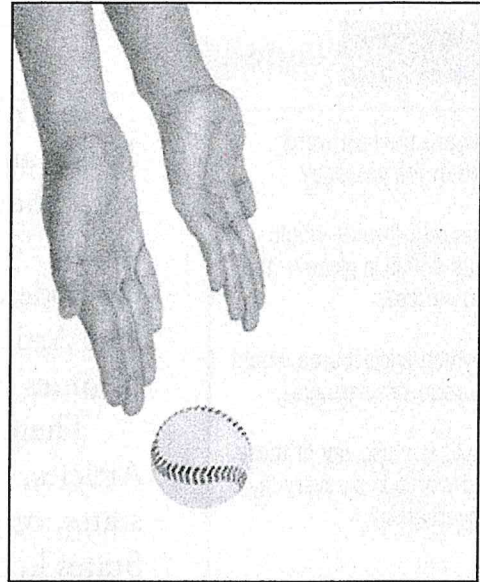
Based on what you learned in the passage, think of some other goods and services you use. Share your ideas with a partner.



### Coached Example

Read the passage and answer the questions.

If you hold a ball with your hand and drop it, it falls to the ground. The force of gravity acts on the ball. **Gravity** is the force that pulls two **objects** toward each other. The force of gravity acts on all objects on Earth. All objects on Earth are pulled toward its center. Without gravity, everything on Earth would float away. Gravity holds Earth in its orbit around the sun, too. Without gravity, Earth would not travel around the sun.



1. What does the word gravity mean?

- A. the pull of Earth
- B. the pull of one object on another
- C. the force of Earth
- D. the force of the sun

**HINT**

Subject-area words are often defined in the text.

2. What does the word objects mean as it is used in this passage?

- A. disagrees
- B. words that receive the actions of verbs
- C. things
- D. goals or purposes

**HINT**

Replace the word *objects* with each answer choice in the sentence. Which makes sense?





## Lesson Practice

Use the Reading Guide to help you understand the passage.

### Reading Guide

How are the bold words used in the passage?

What other words would make sense in place of the bold words?

In which subject area would you read this passage?

Would you use any of these bold words in an everyday conversation?

## The Articles of Confederation

In 1777, Congress approved a plan for a new nation. This plan was called the Articles of Confederation. The states, however, did not **ratify**, or approve, the Articles until 1781. From 1781 until 1789, the Articles of Confederation served as the new nation's constitution. The Articles were important because they expressed the colonies' wish to become a country.

There were several important weaknesses in the Articles, however. The document created a group of states, or **confederation**, rather than one government. States kept most of the power and authority.

By 1786, it was clear that the Articles needed revision or even replacement. Many colonial leaders believed that the United States needed a stronger national government. James Madison and other **delegates**, or representatives, met at the Constitutional Convention in Philadelphia in 1787.

For months, the delegates worked to write a new constitution. They agreed that the country would continue to be a republic. In a **republic**, citizens elect their government leaders to carry out their wishes. The delegates also agreed that the new constitution would be the highest law of the land. The constitution limited the power of each branch of government. For example, the president had the power to **veto**, or cancel, any bill passed by Congress.



Answer the following questions.

- |   |  |
|---|--|
| <p>1. What does the word <u>ratify</u> mean?</p> <ul style="list-style-type: none"><li>A. approve</li><li>B. disapprove</li><li>C. join together</li><li>D. make important</li></ul>                      | <p>3. In paragraph 3, the word <u>delegates</u> means</p> <ul style="list-style-type: none"><li>A. replacements.</li><li>B. important.</li><li>C. constitutions.</li><li>D. representatives.</li></ul> |
| <p>2. According to the passage, <u>confederation</u> means</p> <ul style="list-style-type: none"><li>A. a nation.</li><li>B. a document.</li><li>C. a group of states.</li><li>D. a government.</li></ul> | <p>4. What does the word <u>veto</u> mean?</p> <ul style="list-style-type: none"><li>A. agree</li><li>B. write</li><li>C. pass</li><li>D. cancel</li></ul>   |

5. What is a republic? Which words help you to understand its meaning?

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Use the Reading Guide to help you understand the passage.

## Reading Guide

What words in this passage are being used differently than you might expect?

What type of book might include this passage?

What is the subject area of this passage?

## Women of the Revolution

During the American Revolution, the colonists fought for their freedom from British rule. Men and women of the American Revolution played different roles to help their country. Men wrote legal documents and fought. Women usually helped behind the scenes. Some women, however, were not content to stay at home.

### Margaret Corbin

Margaret Corbin fought beside her husband John at Fort Washington near New York City in November 1776. Sadly, John was killed by the enemy, but Margaret continued fighting until she herself was wounded.

### Mary Hays

Mary Hays was on the battlefield with her husband at the Battle of Monmouth during the hot summer of 1778. Mary, whose nickname was “Molly,” carried water to thirsty soldiers. The men called her “Molly Pitcher.” When her husband collapsed from the heat, Mary took his place at his cannon. During the battle, a British cannon ball tore her petticoat, the long skirt she wore beneath her outer skirt. Molly survived the battle, however, and became a heroine.

### Deborah Sampson

A few women fought on their own. Deborah Sampson pretended to be a man, and was a soldier from 1781 to 1783. She served as a scout who spied on enemy troops. She fought a band of Tories, colonists who supported the British. She also led a successful attack.

Women helped form the new United States of America in many ways. Unfortunately, many stories about colonial women are lost to history.

## Answer the following questions.

- |   |   |
|---|---|
| <p>6. According to the passage, how did women usually help the American Revolution?</p> <ul style="list-style-type: none"> <li>A. They usually helped behind the scenes.</li> <li>B. They usually followed their husbands to battle.</li> <li>C. They usually fired cannons.</li> <li>D. They usually worked as spies.</li> </ul> | <p>8. Based on the passage, who is the <u>enemy</u>?</p> <ul style="list-style-type: none"> <li>A. a person you do not like</li> <li>B. a soldier at a cannon</li> <li>C. a person fighting against the colonists</li> <li>D. women who fought in the Revolution</li> </ul> |
| <p>7. What does <u>rule</u> mean in this passage?</p> <ul style="list-style-type: none"> <li>A. direction</li> <li>B. control</li> <li>C. kings</li> <li>D. soldiers</li> </ul>   | <p>9. The <u>Tories</u> were</p> <ul style="list-style-type: none"> <li>A. people in America who helped the British.</li> <li>B. enemy soldiers hired by the British.</li> <li>C. American soldiers fighting the British.</li> <li>D. British spies.</li> </ul>             |

10. Read the following sentence from the passage.

**She served as a scout who spied on enemy troops.**

Explain the meaning of the word scout as it is used in the passage.

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## 17

## Illustrations, Photos, and Maps

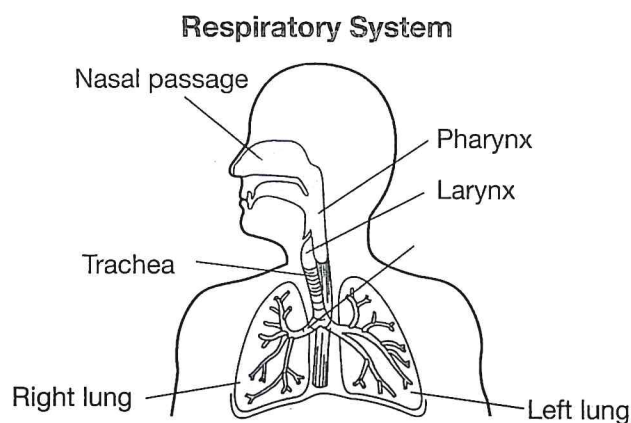


## Getting the Idea

Authors use illustrations, photos, and maps in informational texts. Some science and social studies passages would be very difficult to understand without illustrations, photos, or maps.

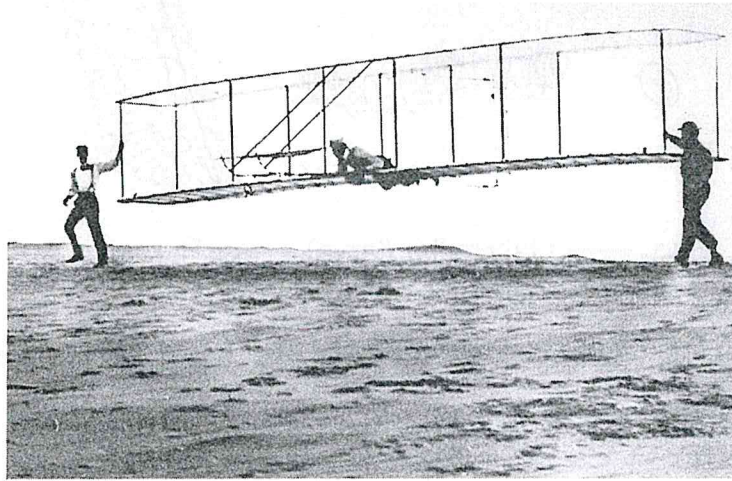
Illustrations are used in different ways. They might have the same information as the passage. Authors might use illustrations to help you picture the setting of a historical event. Illustrations might be used to show what a person looks like. They might show what an animal looks like.

Informational texts will sometimes use diagrams. A **diagram** is a picture with labels. Diagrams are very helpful in showing parts of things or showing how things work. Look at the diagram below.



The human respiratory system is the part of the body that allows people to breathe. It can be difficult to understand how it works. The diagram shows what the respiratory system looks like. It has lines that point to the different parts. Diagrams often include captions. A **caption** is a short title or description that tells what a diagram, illustration, photo, or map is about. The caption for the diagram above is "Respiratory System."

Informational texts will also sometimes use photos. Like illustrations, photos are used to help readers. A **photo** is a picture that shows people, places, and things described in a passage. Pay special attention to the captions below photos. Authors will use the captions to describe the photo or describe the context of the photo. Sometimes the captions include information that is not in the passage.



The Wright brothers were the first to fly a powered plane.

You may also see maps with passages. A **map** is a drawing of an area of land or water. It shows where certain places or things are located.

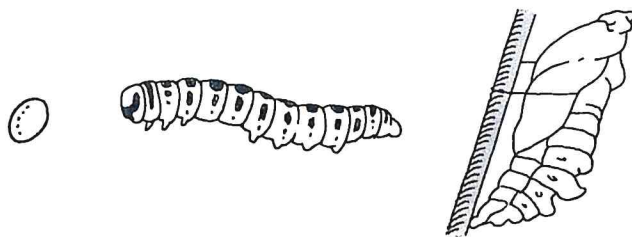
The United Kingdom



## Thinking It Through

Read the following sentences, and then answer the questions that follow.

Many insects have four stages in their life cycles: egg, larva, pupa, and adult. The pictures show changes in the life cycle of a butterfly.



Egg → Caterpillar (larva) → Pupa

Which new illustration would help you better understand these sentences? Why?

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**HINT**

Reread the sentences and look at the pictures. There are four stages, but only three pictures.



**DISCUSS**

Where would you place your new picture on the page? What word would you write below the picture? Share your answers in a group.





### Coached Example

Read the passage and answer the questions.

General Cornwallis was a leader of British soldiers during the Revolutionary War. By the summer of 1781, American troops managed to force General Cornwallis and his army to Yorktown, Virginia. Cornwallis became trapped between the American army and the French navy in Chesapeake Bay. Cornwallis ran out of food and supplies by the middle of October. General Cornwallis and his troops surrendered.



Surrender of Cornwallis at Yorktown, Virginia

- Why did the author choose the illustration in this passage?
  - to show Yorktown
  - to show the battle between the French and British navies
  - to show the French naval fleet
  - to show Cornwallis surrendering and the end of the battle
- Which of the following would be the BEST addition to this passage?
  - an illustration of the French navy
  - a photo of Yorktown
  - a map showing where the American, French, and British troops were located
  - an illustration of George Washington

#### HINT

How do the illustration and the passage work together? Read the caption below the picture.

#### HINT

What new information could another illustration give you?



## Lesson Practice

Use the Reading Guide to help you understand the passage.

### Reading Guide

What other information could new illustrations add to this passage?

How do the map and the passage work together?

## Cape Horn

Study a map of South America, and you will notice the tip at its end. This area is not one piece of land. There is a break between the tip and the rest of the continent. The tip is really an island. This island is called Cape Horn.

### Stormy Seas

High seas and strong winds often cause problems for sailors. It can be tough to sail around the island. Some ships move through a break in the islands called a strait. The weather can still be bad there, but this way is shorter. It is often very narrow, too. Once the ship leaves the strait, it still must sail around many small islands. So this trip is difficult, too.

### A Dutch Cape

How did Cape Horn get its name? A Dutch ship rounded the tip. One of the leaders named the cape for the town where he was born, Hoorn, located in Holland. Today, it is Cape Horn and a part of the country of Chile.





Answer the following questions.

1. What does the map show?
  - A. Hoorn, Holland
  - B. Cape Horn
  - C. Africa
  - D. Europe
2. Which of the following is NOT shown on the map?
  - A. Atlantic Ocean
  - B. Pacific Ocean
  - C. Cape Horn
  - D. Antarctica
3. The author PROBABLY chose the map in the passage
  - A. to show where Cape Horn is located.
  - B. to show South America.
  - C. to show Holland.
  - D. to show the stormy seas.
4. Which of the following would be the BEST addition to this passage?
  - A. an illustration of the Dutch ship
  - B. a detailed map of the Dutch ship's voyage
  - C. a detailed map of the strait and the small islands
  - D. an illustration of the Dutch leader

5. What new information could another illustration add to the passage?

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Use the Reading Guide to help you understand the passage.

## Reading Guide

How does the photograph connect to the text?

How would a map help you understand this passage?

What information does the caption include?

## Chinese New Year

Many Americans celebrate New Year's Day on January 1. In China, and in Chinese communities throughout the world, however, the Chinese New Year is a fifteen-day festival. This festival occurs in January or February, and during this time, both children and adults can enjoy food, games, and even parades.

The Chinese New Year began with a legend. Long ago, a monster would come on the first day of every New Year and attack the villages of China. In order to get rid of the monster, the villagers would have to make loud noises and use bright lights and the color red.

These traditions continue today but in a different way. Fireworks are often lit during the celebration. Red decorations are used, and many people wear red-colored clothing. Children are given red envelopes containing money as a way to help bring luck and prosperity.

The celebration comes to an end with the Lantern Festival. During this festival, people carry lanterns during a nighttime parade. The parade includes floats, dancing, and dragons! The dragon is considered a symbol of good fortune in the Chinese culture.



A girl receives a red envelope for Chinese New Year.

Answer the following questions.

- |   |  |
|---|--|
| <p>6. What information from the first paragraph is shown in the photograph?</p> <ul style="list-style-type: none"> <li>A. New Year's Day is on January 1.</li> <li>B. Both children and adults celebrate Chinese New Year.</li> <li>C. Chinese New Year is a fifteen-day festival.</li> <li>D. Chinese New Year occurs in January or February.</li> </ul> | <p>8. According to the text, what does the envelope in the photo represent?</p> <ul style="list-style-type: none"> <li>A. prosperity and luck</li> <li>B. the victory over the monster</li> <li>C. a dragon</li> <li>D. Chinese culture</li> </ul> |
| <p>7. Which could be added to BEST show more information from paragraph 2?</p> <ul style="list-style-type: none"> <li>A. a map of China</li> <li>B. a photograph of a dragon in the parade</li> <li>C. a drawing of the monster</li> <li>D. a diagram showing the steps in the Lantern Festival</li> </ul>  | <p>9. Based on what you read in the passage, what color clothing MIGHT the people in the photograph be wearing?</p> <ul style="list-style-type: none"> <li>A. blue</li> <li>B. green</li> <li>C. yellow</li> <li>D. red</li> </ul>                 |
10. What is the purpose of the photo and caption in this passage? Use text evidence in your response.

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## 18

# Compare and Contrast Informational Texts



## Getting the Idea

When you **compare** and **contrast** across texts, you look at the similarities and differences in the texts. Comparisons focus on the things that the texts share. Contrasts focus on differences. Comparing and contrasting across texts will help you better understand each text. You can think about the information in the texts in different ways. Read these examples.

### Andrew Jackson

Andrew Jackson was the seventh president of the United States. Unlike the presidents who came before him, Jackson was not born into a rich home. He was born in a log cabin in South Carolina and grew up on the frontier. He did not have much education. Later he taught himself law and became a judge. He was also known for his success on the battlefield. A soldier nicknamed him “Old Hickory,” after the hickory tree known for its hard, tough wood.

### Jimmy Carter

James “Jimmy” Carter was the thirty-ninth president of the United States. He was born and raised in southwest Georgia. Carter was the first president born in a hospital. He was a very gifted student who loved to read. After high school, Carter attended college. He joined the navy and served for several years. After the navy, Carter became a peanut farmer, a state senator, and a governor.



Both of the passages are about presidents of the United States. How are Andrew Jackson and Jimmy Carter alike? How are they different? Jackson did not have much of an education, while Carter attended college. They both served in the military, but Carter never went to battle. How else are they alike? How else are they different?

You can also compare and contrast the main ideas in different texts. Look at the examples below.

There are many different types of beverages that people drink, including juice, soda, and milk shakes. However, the best type of drink for you is water. Drinks such as juice, soda, and milk shakes contain a lot of sugar, which has been shown to promote tooth decay. Water contains no sugar and no calories. Water also promotes healthy growth and helps your body function. So the next time you are thirsty, try a nice big glass of water!

Health experts believe that people are eating too much junk food today. They also think that it is important for people to develop healthy eating habits at a young age. What foods should we include in our diet? We should eat fruits, vegetables, and whole grains, such as whole-wheat bread and brown rice. We should also eat foods with calcium, such as milk, yogurt, and cheese. What foods should we avoid? We should not eat junk food, such as potato chips and candy bars. Junk food contains too much fat and sugar.

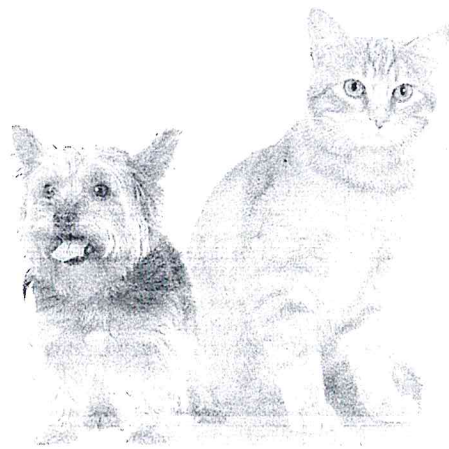
How are the passages alike? How are they different? Eating and drinking in a healthy way are the topics of both passages. Both passages are trying to persuade readers to eat and drink healthier. How else are they similar? How else are they different? You can look for clue words such as *both*, *neither*, *like*, *unlike*, and *however*.

## Thinking It Through

Read the following paragraphs, and then answer the questions that follow.

Some animals live with people. These are called *domestic* animals. Dogs and cats are domestic animals. They eat meat. Animals that eat meat are called *carnivores*.

Horses and cows are domestic animals. They do not have sharp teeth. They do not eat meat. Animals that do not eat meat are called *herbivores*.



How are the two paragraphs alike? How are they different?

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**HINT**

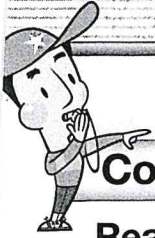
Look for clue words in each paragraph.



**DISCUSS**

The word *herbivore* means “plant-eater.” What are some plant foods that horses and cows eat? Share your ideas with a partner.

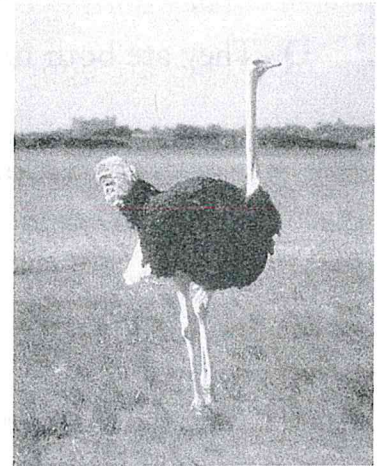


**Coached Example**

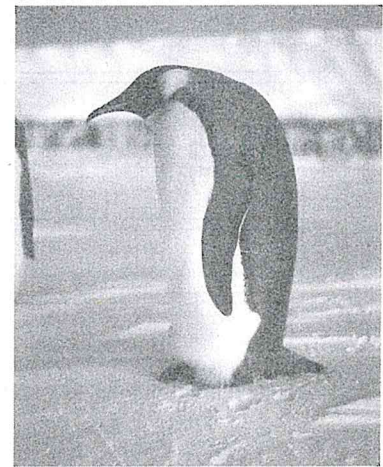
Read the passages and answer the questions.

**The Ostrich**

The ostrich is the world's largest land bird. In fact, it is the world's largest bird. It is found only on the hot continent of Africa. An ostrich eats mainly vegetation and insects. An adult male ostrich can grow to be nine feet tall! That's three feet taller than an average adult male human. An ostrich can weigh more than 300 pounds. Of course, since this kind of bird is so large, it is unable to fly. However, an ostrich can run as fast as forty-five miles per hour. Its legs are so strong that it can deliver a powerful and even deadly kick when it feels it is in danger.

**The Emperor Penguin**

The emperor penguin is the largest kind of penguin. This seabird cannot fly, but it is an excellent swimmer. Most emperor penguins live in Antarctica where the weather is very cold. However, a thick layer of fat and feathers keeps them warm. Another way these birds stay warm is by huddling in groups. These smart penguins take turns moving to the center of the group where it is warmest. Emperor penguins can also be very playful. They enjoy running, hopping, jumping, and sliding down hills on their bellies.





1. How are the ostrich and the emperor penguin alike?
- A. They both like cold weather.
  - B. They are both fast swimmers.
  - C. They both like hot weather.
  - D. They are both unable to fly.

**HINT**

Compare the ostrich and the emperor penguin to see how they are the same.

2. Which of the following is one way these two passages are different?

- A. Only the first passage uses numbers as supporting details.
- B. Only the second passage talks about what the animals eat.
- C. Only the second passage uses numbers as supporting details.
- D. Only the second passage talks about where the animals live.

**HINT**

Reread the passages. Think about the details in the passages.

3. How are the ostrich and the emperor penguin different?

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**HINT**

Reread the passages. Think about how the two animals are different.

**Lesson Practice**

Use the Reading Guides to help you understand the passages.

**Reading Guide**

What do paleontologists do?

Think about the main idea and details.

What can be compared and contrasted in the passage?

**Clues to the Past**

No one has ever seen a living dinosaur. So how do scientists learn about them? Paleontologists research the things that dinosaurs left behind. They look for fossils, the hardened remains or traces of animals and plants that lived a long time ago. They study fossils for clues about how dinosaurs lived.

For many years, scientists thought that dinosaurs hatched from eggs. But no one knew for sure until 1869. In that year, some fossil dinosaur eggs were found in France. Since then, many more fossil dinosaur eggs have been discovered elsewhere, including in the United States and China. These fossils show us that some dinosaurs built nests, and they give us clues about how those dinosaurs lived.

Millions of years ago, dinosaurs left droppings on the ground. Over time, the droppings turned into fossils. Today, by studying these fossil droppings, we can tell whether a dinosaur ate grass, fish, or meat.

Dinosaurs no longer exist, but they never really disappeared. We can learn plenty of things about them by studying the clues they left behind!

## Reading Guide

Think about the subject matter. What can be compared in the two passages?

What can be contrasted in the two passages?

## Scientists Who Study the Past

Have you ever read about people of long ago? Books tell you how they lived. You can also learn what the people were like. Archaeologists are scientists who study past human life and culture.

Howard Carter, an English archaeologist, made a great find in 1922. He studied ancient Egypt. After years of work, he found King Tut's tomb. King Tut was a king in ancient Egypt. The king died at eighteen. His body went through a special process. It was wrapped in cloth. King Tut's body became a mummy. This mummy was in the tomb. There was also treasure in the tomb, such as golden chairs and the king's jewelry stored in magnificent boxes. A bed, a temple, and food were left inside the tomb. People are still amazed to see these things today.

Howard Carter and other archaeologists showed that the past has much to teach us. However, our interest should not let us forget that it is very important to respect the past. Luckily for us, archaeologists today do care. They help us understand what the world was like long ago.



**Answer the following questions.**

1. What do the two passages have in common?
  - A. Both passages give a name of a specific scientist.
  - B. Both passages tell about the work of the scientists.
  - C. Both passages tell about King Tut.
  - D. Both passages tell about Howard Carter.
2. Which of the following is one way the two passages are different?
  - A. Only the first passage tells about what scientists do.
  - B. Only the first passage gives the name of a specific scientist.
  - C. Only the second passage gives the name of a specific scientist.
  - D. Only the second passage talks about the past.
3. According to the passages, how are paleontologists and archaeologists alike?
  - A. They both study people.
  - B. They both study tombs.
  - C. They both study dinosaurs.
  - D. They both study the past.
4. Which one of these would BEST compare with the second passage?
  - A. a detective who solves an important case
  - B. a basketball player who wins a big game
  - C. a poet who writes a beautiful poem
  - D. a fireman who puts out a fire
5. How are paleontologists different from archaeologists?

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Use the Reading Guides to help you understand the passages.

## Reading Guide

What information does the first paragraph contain?

What is the main idea of the passage?

# The Cherokee Nation

The Cherokee nation is a Native American tribe whose territory used to consist of an area in the southeastern part of the United States. At one time, before explorers and colonists from Europe began to take over their land, the Cherokee nation had more than twenty-two thousand members and controlled about forty thousand square miles of parts of Georgia, Tennessee, North Carolina, and South Carolina. They were a powerful people.

Life in the Cherokee nation took place in communities called *towns*. Towns were divided into two main groups: white and red. White towns were peace towns, while red towns were war towns. Each town had a chief in charge of day-to-day life; however, two supreme chiefs, one for white and one for red, had power over all of the towns' chiefs.

A typical Cherokee town had a council house. Families lived in smaller dwellings, or houses. These homes were like log cabins, but they had no windows and only a single door. There was a hole in the roof for smoke to escape, since they used fire inside. The council house also had a fire burning, known as a sacred fire. In this house, all men and women of the town would meet to discuss issues facing the town.

The Cherokee nation had a system that worked well for them. Despite having some powerful members, everyone had a chance to speak his or her mind. This helped make life in the Cherokee towns harmonious.



## Reading Guide

What words help you connect this passage with the first passage?

How is the main idea of this passage the same as the main idea of the first passage? How are they different?

## Sequoyah

The Cherokee was a large and powerful Native American nation that lived in the southeast long ago. One of the most important members of that tribe was a man named Sequoyah. Sequoyah was born around 1775 and was a Cherokee during the time when settlers from Europe had begun to move into Cherokee territory.

Sequoyah was a talented man. He worked as a silversmith and a painter, and he was also a fierce warrior. However, Sequoyah's greatest accomplishment was creating a system of writing for the Cherokee. He realized that the European settlers had an advantage over the Cherokee because they could write on paper. The settlers used this to write treaties to convince the Cherokee to give up their land. He wanted to find a way for the Cherokee to communicate with each other through writing.

Sequoyah experimented with different styles of writing. At first, he used pictographs to represent the Cherokee language. Then he began to include letters from other languages including English and ancient Greek. Eventually, he made eighty-six separate symbols that represented all of the syllables of the Cherokee language.

At first, Sequoyah was not sure that the Cherokee nation would want to use his writing system. Eventually, though, he convinced his people that this system would be simple enough to learn and use. When the Cherokee began teaching his writing in schools, Sequoyah knew it was a success. He had invented a brand new way for the Cherokee to communicate!



**Answer the following questions.**

6. What information is in the first paragraph of the first passage but NOT the second passage?
- A. The Cherokee were powerful.
  - B. The tribe was located in the southeast.
  - C. The Cherokee are a Native American nation.
  - D. The Cherokee controlled a large area of land.
7. According to both passages, what caused the Cherokee to lose their land?
- A. not having a written language
  - B. European settlers moving in
  - C. the Cherokee fighting with each other
  - D. the council voting to move
8. What new information would BEST fit in BOTH passages?
- A. The Cherokee used the writing system to communicate between towns.
  - B. Sequoyah's daughter helped him create his writing system.
  - C. Outacite was the name of one of the white chiefs.
  - D. Sequoyah's name was given to giant redwood trees.
9. What is one detail that is in the last paragraph of BOTH passages?
- A. The Cherokee were good communicators.
  - B. The Cherokee writing system spread throughout the tribe.
  - C. The Cherokee nation had powerful members.
  - D. The Cherokee had schools.

10. How are the two passages different from each other? Use text evidence to support your answer.

1. The first part of the document is a list of names and addresses, which are arranged in a columnar format. The names are written in a cursive script, and the addresses are written in a more formal, printed style. The list includes names such as "John Smith", "Mary Jones", and "Robert Brown", along with their respective addresses.

2. The second part of the document is a series of short, handwritten notes or entries. These notes are written in a cursive script and are arranged in a columnar format. The notes appear to be a list of items or a series of observations, but the specific content is difficult to decipher due to the cursive handwriting.

3. The third part of the document is a series of short, handwritten notes or entries. These notes are written in a cursive script and are arranged in a columnar format. The notes appear to be a list of items or a series of observations, but the specific content is difficult to decipher due to the cursive handwriting.

4. The fourth part of the document is a series of short, handwritten notes or entries. These notes are written in a cursive script and are arranged in a columnar format. The notes appear to be a list of items or a series of observations, but the specific content is difficult to decipher due to the cursive handwriting.

5. The fifth part of the document is a series of short, handwritten notes or entries. These notes are written in a cursive script and are arranged in a columnar format. The notes appear to be a list of items or a series of observations, but the specific content is difficult to decipher due to the cursive handwriting.

## 2

## Cumulative Assessment

Read the passage and answer the questions.

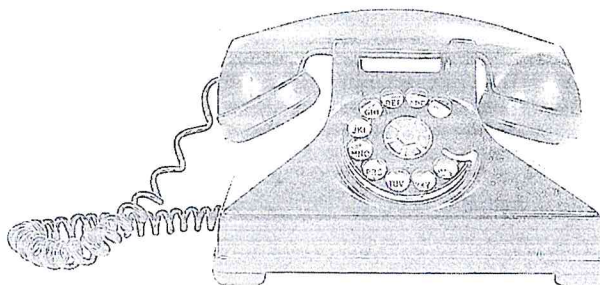
## Telephones Throughout Time

### Early Phones

Ever since the telephone was invented, phones have continued to change. The earliest phones had only one opening for sound. People listened and spoke into the same end of the phone. Back in the late 1800s, you had to call an operator. The operator would then connect your call to the person you wanted to speak with.

### Rotary and Button Phones

The next phase in telephone development was the automatic telephone exchange. This meant that there was no longer a need for an operator to connect your call. Many people began to use rotary and button phones. These phones were much easier to use. You simply dialed the number and your call could be connected. There was also the option for you to listen and speak into the receiver. The receiver is the part that you hold up to your ear.



A rotary phone was plugged into the wall and had a big round dial on it. The numbers were printed on the phone, and the dial had circles cut into it above each number. You had to put your finger inside the number you wanted and turn the dial around. You had to do that for each digit in the phone number. Later, there were button, or touch-tone, phones. They were also plugged into the wall. To dial a number, you simply pressed the buttons. Not many people continued to use rotary phones anymore. It simply took too long to dial a number.

You probably still see button phones. They are still in use today, such as public pay phones or the one in your house. You also might occasionally see an old rotary phone.



## Cordless Phones

Cordless phones meant that you could pick up the receiver, or handset, and not have a cord attached to it. But the main part of the phone still needed to be plugged into the wall. People could finally walk around their house and talk on the phone. They no longer needed to be seated near the wall. But you couldn't go too far. You could possibly lose your phone connection.



## Cellular Phones

Cellular, or cell, phones are very common today. These are the phones that you can simply take with you everywhere. They run on batteries. The only time they need to be connected to the wall is when the battery needs to be charged.

Some police departments used the first types of mobile phones back in the 1940s. It was not until the 1970s when designs for the cellular phones began to really take shape. In the late 1990s, cell phones became cheaper. More people began to buy cell phones.

As you may see, cell phones are changing. Cell phones are now in the process of turning into more than just a phone. Now, people can read books, watch movies, play games, and do much more on their cell phones.

1. If the author wanted to talk about how rotary phones and cordless phones are alike and different, the BEST organizational pattern to use would be

A. sequence.  
B. cause and effect.  
C. alphabetical order.  
D. compare and contrast.

2. Read this sentence.

**They have a wireless handset that communicates with the base by radio waves.**

Under which heading from the passage would this sentence BEST fit?

A. Early Phones  
B. Rotary and Button Phones  
C. Cordless Phones  
D. Cellular Phones

3. Which of the following would be the BEST addition to this passage?

A. a map of cellular towers in America  
B. a photo of a cell phone being used outside  
C. a diagram of a cordless phone's wiring  
D. an illustration of a rotary phone

4. According to the passage, which of the following is NOT true about the history of telephones?

A. "Automatic telephone exchanges" replaced the old switchboard.  
B. People used to talk and listen from the same sound hole.  
C. Before cordless phones, people could not walk around and talk on the phone.  
D. Cellular phones replaced all other phones.