



These answers will vary. Examples given.

Page 175

Name _____

An Organic Architectural Style

Fill in the circle by the correct answer. Then answer questions 3, 4, and 5.

- Which two words are antonyms?
 A organic, natural
 B site, location
 C form, shape
 D specific, general
- From paragraph 3, we can infer that Louis Sullivan designed _____.
 A buildings based on Wright's philosophy of "organic architecture"
 B some of the earliest skyscrapers in the United States and the world
 C buildings that looked beautiful, but did not function well
 D ornate, European-style office buildings
- What is the relationship between paragraph 1 and paragraph 4?
*** 1: introduces Frank's dream of building a home on a cliff; 4: tells how Wright finally built Taliesin**

- What was it about engineering school that young Wright probably found unsatisfying?
*** In college he probably designed only imaginary buildings—he wanted to design real ones.**
- Use the article to infer Frank Lloyd Wright's personality traits.
*** He was a talented, ambitious man; he craved change and pushed to make his dreams real.**

Write About the Topic

Use the Writing Form to write about what you read.



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Frank Lloyd Wright ■ ■ ■ 175

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Name _____

A Life of Architecture

Fill in the circle by the correct answer. Then answer questions 3, 4, and 5.

- Which two words are antonyms?
 A architect, designer
 B knack, talent
 C distinctive, common
 D cantilevers, projections
- Wright used _____ to design buildings that harmonized with the landscape.
 A open interior floorplans
 B horizontal streamlining
 C pieces of hilly farmland
 D high-pitched roofs on homes
- Explain how a cantilever resembles a tree branch.
*** Like some tree branches, a cantilever is a long, horizontal structure supported at one end only.**
- What can you infer from the text about Frank Lloyd Wright's personality?
*** He sounds like a talented, hardworking man with strong ideas and good leadership skills.**
- Why do you think the writer begins the passage by describing Wright as a child?
*** to show that the talents he was born with allowed him to become a great architect**

Write About the Topic

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Frank Lloyd Wright ■ ■ ■ 179

Page 177

Name _____

An Influential Architect

Fill in the circle by the correct answer. Then answer questions 3, 4, and 5.

- Which two words are antonyms?
 A influential, persuasive
 B organic, natural
 C advocated, opposed
 D icon, symbol
- In paragraph 1, we can infer that the word "vision" means _____.
 A eyesight or ability to see
 B nightmares or hallucinations
 C philosophies or goals
 D moodiness or attitude
- In paragraph 2, what does the writer mean by "He advocated building homes from only local wood and stone"?
*** Wright thought it was best to build homes only from natural materials found near the site.**
- In paragraph 4, what does the writer mean by "an icon of modern architecture"?
*** Fallingwater's design was so new and different that it came to symbolize modern architecture.**
- Infer how the Guggenheim compared to most New York City buildings in 1960.
*** Probably none of them was shaped like the Guggenheim. Their shapes were rectangular.**

Write About the Topic

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Frank Lloyd Wright ■ ■ ■ 177

Sample Lesson



DAY 1

Read the rule aloud. Say: *To elaborate means to develop further or tell more about something.* Then guide students through the activities.

- Activity A:** Have students read both drafts of the narrative. Then compare the two to point out the elaboration. For example, say: *Look at the first sentence in both paragraphs. In the revision, we learn how much time (a week) was spent with which relatives (Uncle Richard and Aunt Joan).* Have students look for and underline additional examples of elaboration to complete the activity.
- Activity B (Convention):** Say: *Using multiple adjectives to describe something can help you elaborate.* Point out *cozy* and *little* in the first sentence of the second narrative. Say: *Adding *cozy* to *little* gives the apartment a warm, snug feel.* Then point out the comma between the words. Say: *When you put two adjectives in front of a noun, you usually need a comma between the adjectives.* Have students circle the commas between adjectives in the revision. Then have them complete the activity.

DAY 2

Read the rule aloud. Say: *Trying to anticipate the questions your reader may have will help you know what details to include.* Guide students through the activities.

- Activity A:** Read the letter aloud. Ask: *What questions do you think the recipient of this letter would have?* (e.g., What was Jamie busy with in school? What did she do after school?) Have students write their own questions to complete the activity.
- Activity B:** Say: *Pretend that you're writing back to Jamie about yourself. What details might you share? What specific activities or people could you tell her about?* Use the sample answers on the reduced page to model writing the note. Then have students write their own notes and share them with the class.
- Activity C (Convention):** Review the use of commas between adjectives. Then have students complete the activity.

Name: _____

Week 4 • Day 1



Good writers elaborate on ideas and details to make their writing clearer and more interesting.

- A. Read the two versions of this personal narrative. Underline the details in the revision that show how the writer elaborated on his ideas.

First Draft

Last summer, I spent time with some relatives. They live in an apartment in the town where my uncle goes to college. Before he went to college, my uncle had a good job, but he decided that he wanted to do something else. He was nervous about going to college, but now he likes what he is learning. He told Aunt Joan and me a lot of stories. I learned interesting stuff from him last summer, and now I want to learn more.

Revision

Last summer, I spent a week with my Uncle Richard and Aunt Joan in their cozy little apartment. They live just down the street from Hart College, where Uncle Richard goes to school. Until two years ago, my uncle was a construction worker. It was a good steady job. But then he decided that he wanted to be a history teacher and inspire curious young students. At first, he was nervous about going to college, but soon he was enjoying it too much to be nervous.

Uncle Richard told my aunt and me stories about what he was studying, such as ancient Greece, the Roman Empire, and the Egyptian pharaohs. Pretty soon, she and I both wanted to read more about these fascinating fun topics. I learned a lot from Uncle Richard. What I really learned, though, was that the more you learn, the more you want to find out!

- B. Circle the comma between the adjectives in each sentence.

- I want to read more about the heroic short-lived Alexander the Great.
- Aunt Joan wants to learn about the wise scholarly Greek philosophers.
- My uncle's best stories were about the ruthless powerful pharaohs.

30 IDEAS

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Name: _____

Week 4 • Day 2



As you write, think about the questions your reader might have, and how you can answer those questions by elaborating more.

- A. Read Jamie's letter. Then write three questions you might ask Jamie to help her elaborate on her ideas so she gives more information.

Hi!

I have been busy since I last wrote to you. In school, I have been especially busy. After school, I like to do fun, different things. I love weekends. My friends are great. One of my friends is really fun. What have you been doing?
Your friend,
Jamie

Sample Answers:

Questions: Why have you been busy? What are you doing in school? What do you do after school? Why do you love weekends? Why are your friends great? Which friend is really fun?

- B. Write back to Jamie, telling her what you've been doing lately. Think about your questions from above to help you elaborate on your own ideas.

Hi Jamie, Sample Answer:

I've been busy since I last wrote to you. I've had two volleyball tournaments, and I tried out for the school play. Also, I went camping last weekend with my Scout troop! One of my friends, Kasey, is also in Scouts. She showed us how to make homemade rope from plant stalks!
Your friend,

- C. Write a comma between the adjectives in each sentence.

- We're making realistic life-sized models of skeletons in science.
- The hard round skull is the most difficult part to make!

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IDEAS 31

Name: _____

Week 4 • Day 3

Develop your writing by elaborating on ideas and details.

Look at the picture and read the description of the room. Then revise the description by adding details about the room and elaborating on what is happening in it. Be sure to use commas between adjectives.

A person is reading in her living room. She is sitting on a couch. The walls of the room have photographs on them. Against one wall is a fireplace with a cat lying in front of it. There are some prized possessions displayed on the mantelpiece. There is a rocking chair facing the couch, but it is empty.

Sample Answer: An elderly woman wearing glasses and fuzzy house slippers sits comfortably on her couch, reading a book. She is glad to be sitting down because it's hard for her to walk. She keeps her cane next to her in case she needs to get up. Behind the couch rises a steep, narrow staircase. Its walls are dotted with pictures of the woman's family. She misses them, but she has a telephone nearby if she wants to call them. Also, she has her cat to keep her company. He is lying happily on a woven, striped rug in front of a roaring fire. The warm, cozy room is filled with happy memories.

32 IDEAS

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DAY 3

Read the rule aloud. Then guide students through the activity.

- Have students read the description of the picture. Ask: *Does this description tell us much about what's going on in the picture?* (no) *What details could be elaborated on?* (e.g., who the person is and why she's there) Brainstorm other details that could be added to the description.
 - Use the sample description on the reduced page to model writing about the scene. Point out that it is important not just to list what's in the room, but to elaborate on how the items are related or why they are there. Say: *As you write, use your imagination to elaborate on what is happening in the picture.*
 - **Convention:** Encourage students to use two adjectives in a row to describe the items in the picture. Remind students to place commas between the adjectives.

Name: _____

Week 4 • Day 4

Make your writing richer by elaborating on ideas and details.

What is your favorite possession? Plan a paragraph to describe what makes it special. Answer the questions to help you elaborate and add details to your description. **Sample Answers:**

What is your favorite possession? my oldest stuffed animal, a dog with floppy ears

What size and shape is the object? It's about one foot high.

What is it made of? cloth covered with fake fur

What color is the object? used to be bright red, but now it's pink

Where do you keep it? on my bed

When or where did you get it? when I was four, for my birthday

Why do you like the object? Why is it important to you?

I've had it a long time. It's very cute and huggable. It reminds me of my grandma, who gave it to me.

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IDEAS 33

DAY 4

Read the rule aloud. Then guide students through the activity.

- Say: *Think of your most prized possession. Is it a game? An article of clothing? A present someone gave you? A trophy or photo? What is special about it? How would you describe it?*
 - After students have chosen a possession to write about, have them answer the questions. Then have them exchange papers with a partner and ask each other questions to prompt further elaboration.

DAY 5 Writing Prompt

- Using your answers to the questions from Day 4, write a description about your most prized possession. Be sure to elaborate on your ideas and details to make your writing interesting.
 - If you use two adjectives in a row, remember to write a comma between them.



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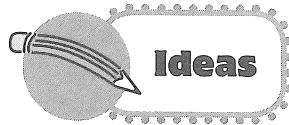
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- B. Circle the comma between the adjectives in each sentence.

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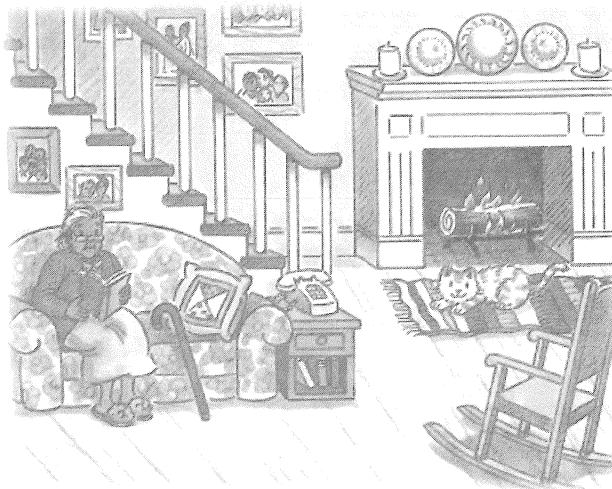
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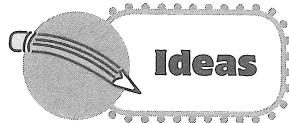


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What size and shape is the object? _____

What is it made of? _____

What color is the object? _____

Where do you keep it? _____

When or where did you get it? _____

Why do you like the object? Why is it important to you?

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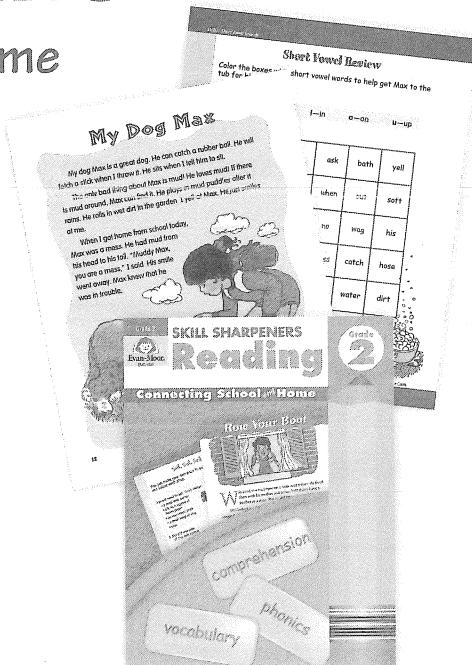
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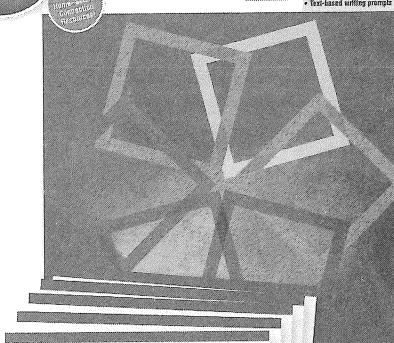
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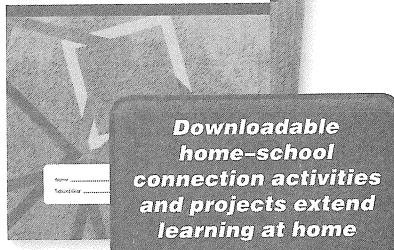
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