

Ask and Answer Questions

To check your understanding of a persuasive article, pause at different points and ask yourself questions about what you have read so far. Then look for answers. You can also ask questions about the whole text when you have finished.



Find Text Evidence

After you read the article “New Arrivals Welcome” on page 367, you might ask yourself, *What is the main idea of this article?*

page 367

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

When I reread, I learn the answer to my question. The main idea is that many species in the United States are nonnative, but can be very useful to us. Examples such as oranges and sugarcane support this.

Your Turn

COLLABORATE



Ask and answer a question about “A Growing Problem” on page 368. As you read, use the strategy Ask and Answer Questions.

Author's Point of View

In a persuasive article, the author's **point of view** is the author's opinion or position on a topic. To identify an author's point of view, look for the author's word choices, reasons, and factual evidence used to explain the argument for or against an idea.



Find Text Evidence

I see from the title "A Growing Problem" on page 368 that the author might have a negative point of view toward nonnative species. The word threaten expresses a negative emotion, and the facts about pythons support a negative viewpoint.

Details	Author's Point of View
"A Growing Problem"	The author opposes nonnative species because many become invasive, or hurt native species.
"threaten our country"	
150,000 pythons a "menace"	
Asian carp eat native fish	
"crowding out native plants"	

Your Turn

COLLABORATE



Identify important details in "New Arrivals Welcome" and write them in your graphic organizer. Then identify the author's point of view.

Go Digital!

Use the interactive graphic organizer

Persuasive Article

“New Arrivals Welcome” and “A Growing Problem” are persuasive articles.

Persuasive articles:

- Persuade a reader to support an idea or viewpoint
- Include facts and evidence that support opinions
- May include text features, such as charts and headings



Find Text Evidence

“New Arrivals Welcome” and “A Growing Problem” are persuasive articles. The titles reveal the authors’ opinions about nonnative species. Facts and evidence support their opinions. A chart has headings and information for comparing the two points of view.

page 369

TIME FOR KIDS

Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED TO U.S.	POSITIVE IMPACT	NEGATIVE IMPACT
Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1800s	Major food and cooking oil source, important industry in California	Most olives must be imported because they do not grow everywhere.
Mediterranean Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including citrus and vegetable crops

Make Connections

Talk about the uses and harmful effects of species introduced into the United States.

ESSENTIAL QUESTION

Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**

CAUTION
MELALEUCA LEUCODA: PROHIBIT IN MARSH AREAS

369

- Chart** A chart organizes data so that information can be easily analyzed and compared.
- Headings** Headings identify the main categories of information.

COLLABORATE

Your Turn

Analyze the information in the chart on page 369. Identify a species that has a mostly positive impact and one that has a mostly negative impact. Explain your conclusions.

Root Words

A **root word** is the basic word part that gives a word its main meaning. Knowing the meaning of a root is a key to recognizing and understanding many words that share that root.



Find Text Evidence

In the first paragraph of “New Arrivals Welcome” on page 367, I read the word *invasive*. It has the same root as *invade*: *vas* and *vad* both come from a Latin word meaning “to go.” Something *invasive* goes into areas beyond its boundaries.

page 367

Nonnative species are known as **invasive** when they harm the environment, our health, or the economy.



Your Turn

COLLABORATE



Use the roots below to figure out the meanings of two words from “New Arrivals Welcome” and “A Growing Problem.” List other words you know that contain those roots.

Roots: *nativus* = to be born *spec* = appearance, kind

avis = bird

nonnative, page 367

avian, page 368

species, page 367



Readers to...

Writers close their texts with a **strong conclusion**. A persuasive article supports a view, and the job of the conclusion is to make the final point with a strong, effective statement. The author often restates the main idea in the conclusion. Reread the conclusions of “New Arrivals Welcome” and “A Growing Problem.”

Expert Model

Strong Conclusions

Identify the main idea restated in each conclusion.

How do the authors use specific language to create strong conclusions?

New Arrivals Welcome

Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!

A Growing Problem

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.



Writers



Editing Marks

- ^ Add
- ^ Add a comma.
- ↵ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Abby wrote a persuasive text arguing to protect neighborhood birds. Read Abby's revision of her conclusion.

Student Model

KEEP BIRDS SAFE!

It's great to have birds ^{nesting} in your area. ^{However,} Living around people can be dangerous. ^{for them} Every year, ^{hundreds of} birds die from flying into windows. ~~even worse~~ cats roaming outdoors ^{as well.} kill birds. How can we can help? Taping shapes on clear glass can prevent birds from flying at ^{their reflections} ~~themselves~~. Also, keep cats indoors. ^{Doing our part to keep} ~~Keeping~~ birds safe is a small price to pay for the beauty they bring us!

Grammar Handbook

Comparing with Good and Bad

See page 467.

Your Turn

COLLABORATE



- Identify Abby's conclusion and what makes it strong.
- Identify comparisons Abby used with *good* and *bad*.
- Tell how Abby's revisions improved her writing.

Go Digital!

Write online in Writer's Workspace