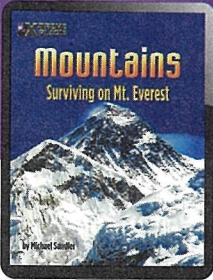


# Lesson 25



## Q LANGUAGE DETECTIVE

### Talk About the Writer's Words

Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

# Vocabulary in Context

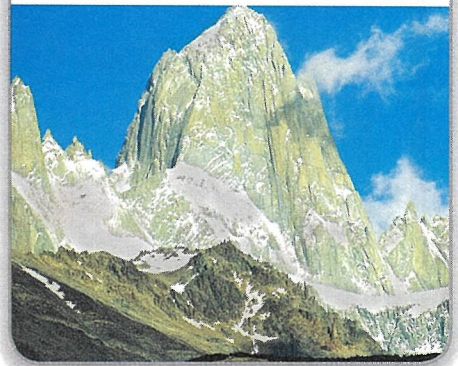
## 1 approached

Climbers **approached** this mountain from the west. Slowly, they got nearer to it.



## 2 section

The top **section**, or part, of this mountain is the steepest.



## 3 avalanches

When **avalanches** occur, the powerful sliding snow can knock trees down.



## 4 increases

When storms blow in, the danger to climbers **increases**, or becomes greater.

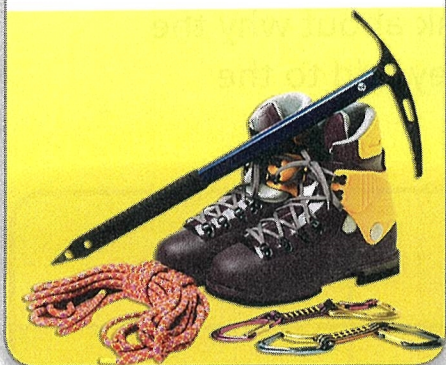




- ▶ Study each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

**5 equipment**

Mountain climbers check their supplies, or **equipment**, before a climb.

**6 tanks**

**Tanks** that hold oxygen help climbers breathe in the high, thin air.

**7 slopes**

Gentle **slopes** near the bottom of the mountain are easiest to climb.

**8 altitude**

The **altitude**, or height, of Granite Peak in Montana is 12,799 feet.

**9 succeed**

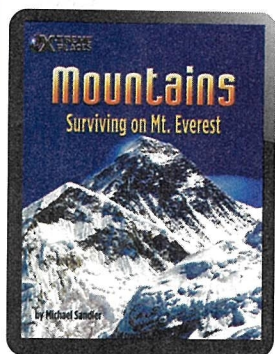
Everyone's goal is to reach the summit. If climbers plan well, they will **succeed**!

**10 halt**

Climbers come to a **halt** when it gets dark. They stop for the night.







# Read and Comprehend

## ✓ TARGET SKILL

**Text and Graphic Features** As you read *Mountains: Surviving on Mt. Everest*, note how the author uses **text features** and **graphic features** such as headings, maps, diagrams, and charts to explain and make the information clear. Use a chart like this one to list the text and graphic features in the selection. Think about why the author uses them and how they add to the information in the text.

Text or Graphic Feature	Page	Purpose

## ✓ TARGET STRATEGY

**Infer/Predict** Use the text and graphic features to help you **predict** what you will learn and to **infer**, or figure out, what the author considers most important about the topic.



## PREVIEW THE TOPIC

### Mountains

Mountains are high, elevated landforms that are found all over the world. Some are high and snow-capped. Others are rounded and covered with trees. Still others are smoking volcanoes. The most common kind are fold mountains, such as the Alps in Europe. These were created long ago when two plates of Earth's crust collided.

In *Mountains: Surviving on Mt. Everest*, you'll read about a 16-year-old boy who climbs Mount Everest, the tallest mountain on Earth.

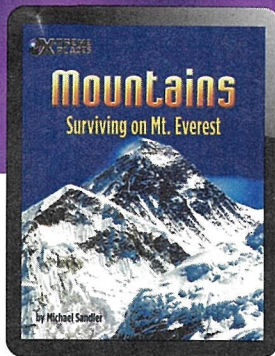


#### Talk About It

Think about a mountain you've seen. Describe and sketch your mountain. Then share with your classmates. Be sure to listen carefully to your classmates as you take turns sharing.



# ANCHOR TEXT



## ✓ GENRE

**Informational text** gives facts about a topic. As you read, look for:

- ▶ headings that tell about the content of sections
- ▶ photographs and captions
- ▶ graphic features such as maps and diagrams

### MEET THE AUTHOR



## Michael Sandler

Michael Sandler enjoys extreme adventures. He loves to travel and has been to the foothills of Mount

Everest, the highest mountain in the world. Several years ago while touring Africa, he got lost in the Sahara, the world's largest desert. That adventure might have helped him later to write *Deserts: Surviving in the Sahara*.

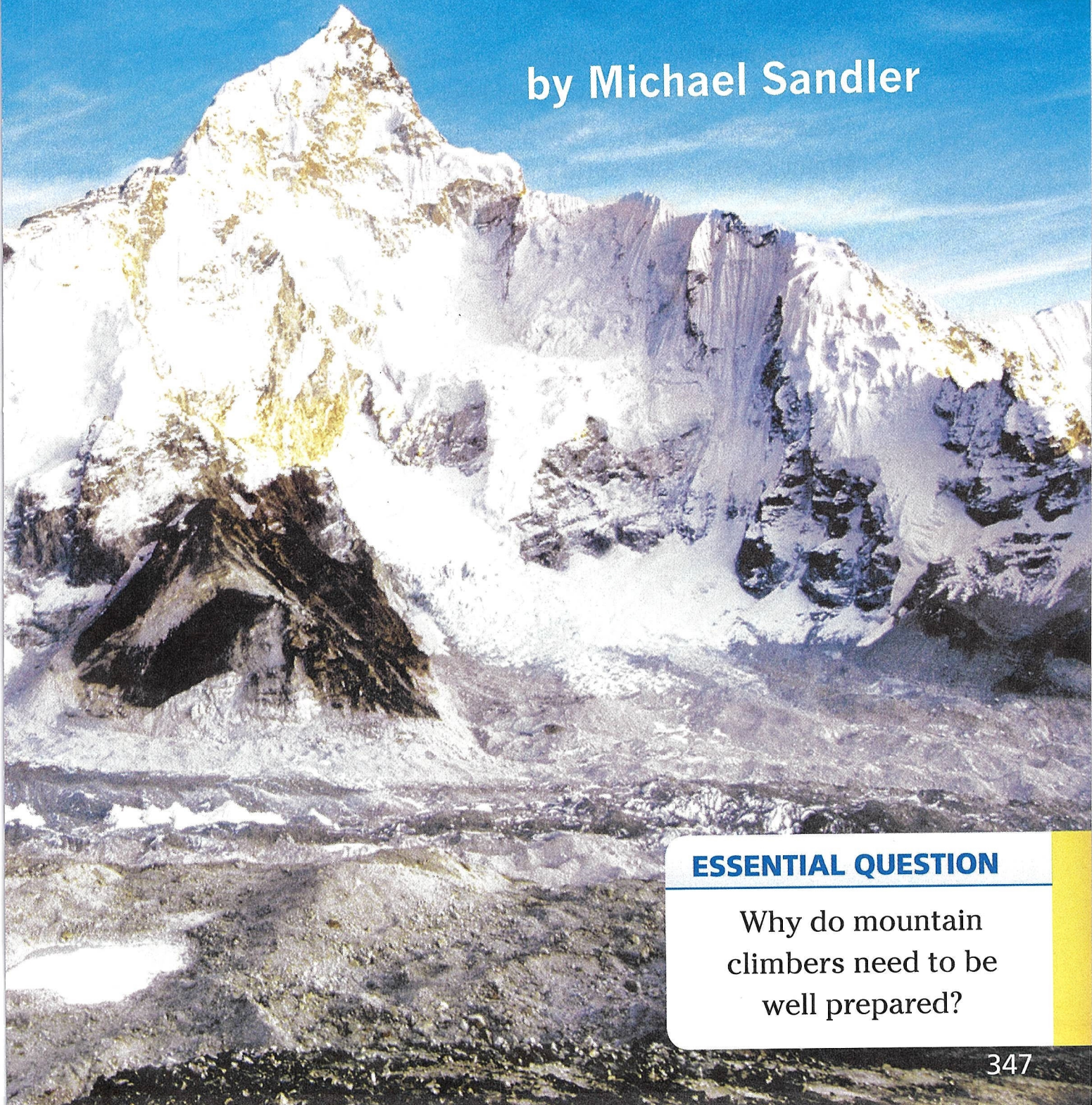
Other extreme books by Sandler include *Oceans: Surviving in the Deep Sea* and *Rain Forests: Surviving in the Amazon*.



# Mountains

## Surviving on Mt. Everest

by Michael Sandler



### ESSENTIAL QUESTION

Why do mountain climbers need to be well prepared?



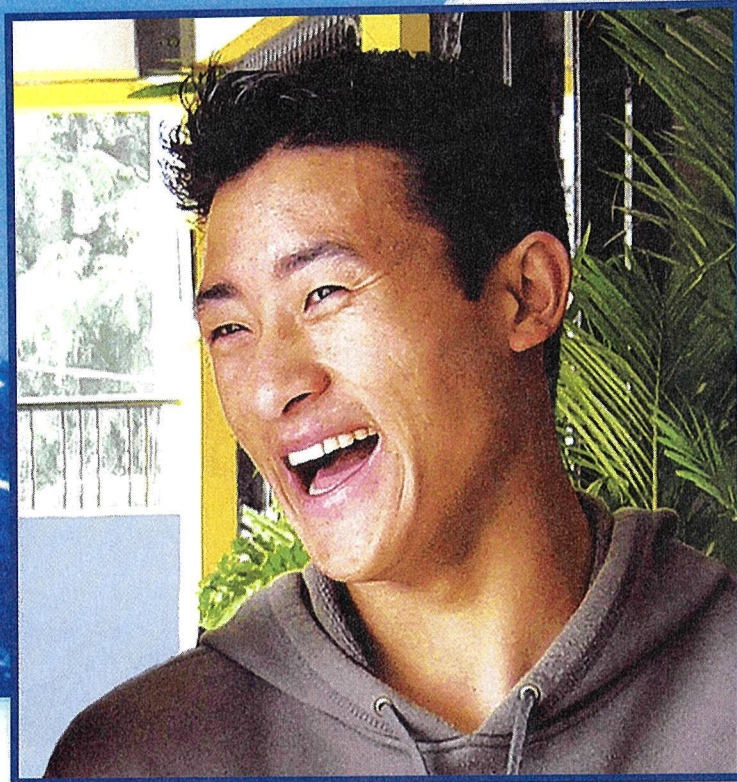


## Climbing Mount Everest

The clock showed almost midnight. The temperature was freezing. Icy winds roared by.

A group of people huddled in the darkness on a rocky ridge. In moments, they would begin the final stage of a dangerous journey. They were climbing to the top of Mount Everest, the world's highest mountain.





Among the climbers was Temba Tsherri (SHUHR ee) Sherpa. Just two weeks before, Temba had celebrated his 16th birthday. Now he was trying to survive in one of the world's most extreme places. Making it to the top of Everest was Temba's dream. He would be the youngest person ever to reach the summit, which is 29,035 feet (8,850 meters) high.




## What Are Mountains?

Mountains are a type of tall landform. They rise high above the area around them. Mountains are taller than hills. They can rise thousands of feet (kilometers) in the air. They are found all over the world, even beneath the sea.

A group of mountains is called a range. The biggest mountain range in North America is the Rocky Mountains. The Andes (AN deez), in South America, is the world's longest mountain range.







Mount Everest, the mountain Temba was climbing, is part of the Himalaya (hihm uh LAY uh) Mountains. The name "Himalaya" means "home of snow." This Asian range is the world's highest. It includes nine of the ten tallest mountains on Earth.



Mountains cover one quarter of Earth's land surface.



## Mountain Conditions

As Temba **approached** Everest's summit, survival became harder and harder. Mountain conditions get more extreme the higher a person climbs.

Air contains less and less oxygen as the **altitude increases**. Breathing becomes nearly impossible. Thin air can cause headaches and dizziness at 10,000 feet (3,048 meters). Higher up, it can be deadly.

Humans cannot survive for long at the top **section** of mountains like Everest. Hurricane-force winds can reach 130 miles per hour (209 kph). Temperatures can plummet to  $-100^{\circ}\text{F}$  ( $-73^{\circ}\text{C}$ ) during the night. Blowing snow makes it hard to see. Temba was headed here.



Frostbite can happen when it's so cold that hands, feet, and other parts of the body freeze solid. Frostbite can cause people to lose fingers, toes—even their noses.



# Why Do People Climb Mountains?

People climb mountains for many reasons. Some enjoy the thrill of being high above the clouds. Others like the challenge of testing their skills.

For decades, however, reaching the top of Everest was a test that no climber could pass. The first attempts to climb Everest were made during the 1920s. Again and again, the climbing teams stopped short of their goal. **Avalanches**, storms, sickness, and exhaustion brought them to a **halt**.

Then, in 1953, two climbers finally succeeded—Sir Edmund Hillary and Tenzing Norgay. Hillary was from New Zealand. Norgay was a Sherpa from Nepal (nuh PAWL).

## ANALYZE THE TEXT

**Text and Graphic Features** These pages include headings, a caption, and a boxed fact. What kinds of information do these text features provide?

Sir Edmund Hillary (left) and Tenzing Norgay (right) show off their survival equipment in 1953.





## Temba's Mistake

Temba had tried to climb Everest before. It ended, however, in failure.

"I didn't have enough training or proper **equipment**," Temba said. He was almost at the summit when his oxygen supply ran out.

Without oxygen, Temba couldn't think clearly. He made a terrible mistake. He took off his gloves to tie his boots. His fingers froze. Temba suffered frostbite on both hands. He had to turn back just 70 feet (21 meters) from his goal.

The next time around, however, Temba was prepared. He had trained hard. He had the right equipment, thanks to his classmates and teachers. They had raised money for his trip.



## Survival Equipment

**CLIMBING SUIT**—to protect against cold

**GLOVES**—to keep hands warm and dry

**GOGGLES**—to protect eyes from the sun's harmful rays and from reflection off snow

**OXYGEN MASK AND TANK**—for breathing at the highest altitudes

**ICE AX**—to help climb **slopes** and break up ice

**CLIMBING ROPES**—to climb up slopes

**TREKKING POLES**—to help a climber stay balanced

**MOUNTAIN BOOTS**—with spikes that dig into the snow and ice

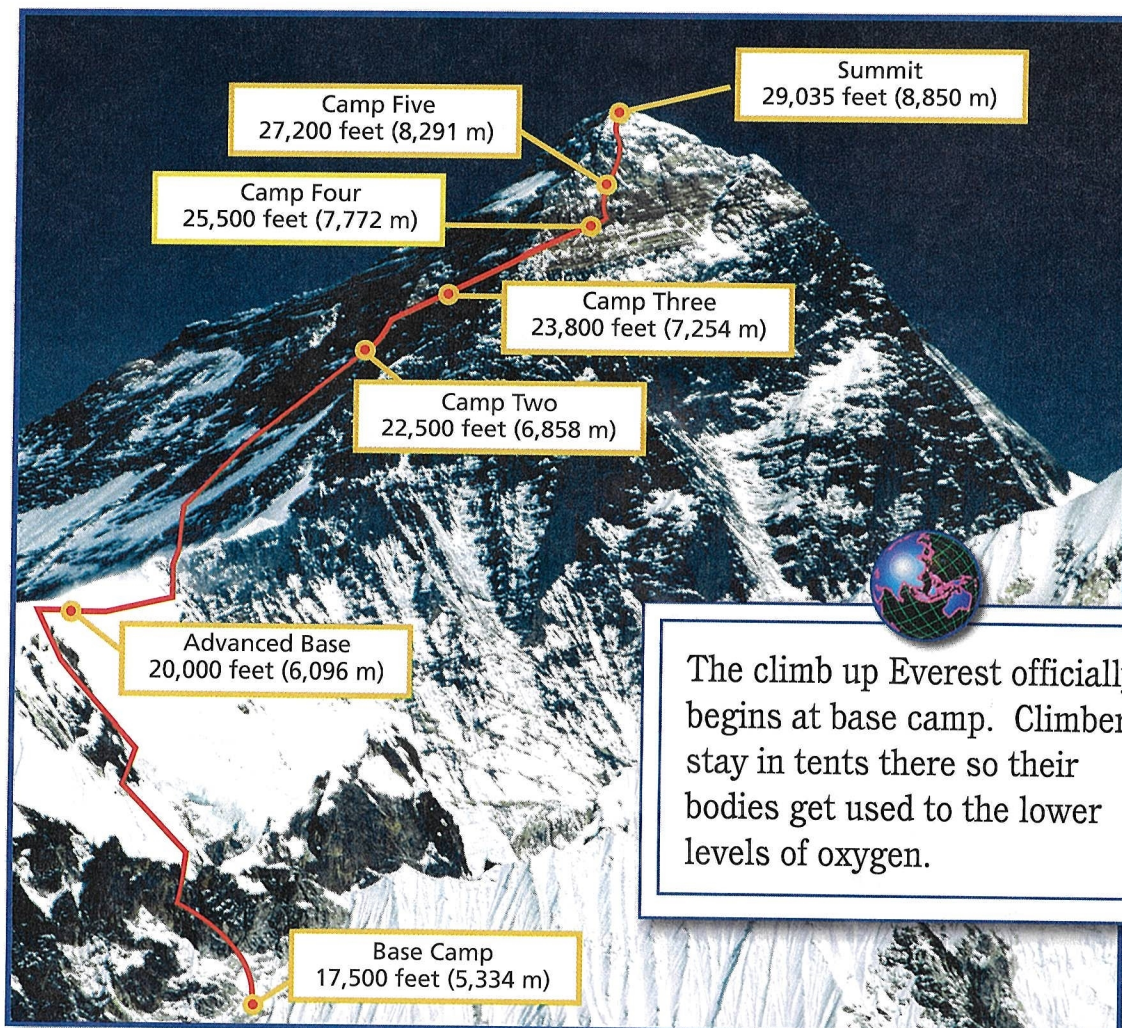


## Camp-to-Camp

Temba's second try began in April 2001. Mount Everest sits between Nepal and Tibet (tuh BEHT). There are several different routes to the top. Temba would take a route from the north, the Tibetan side.

Climbers move from one camp to the next higher one and then rest for a while. At each camp, their bodies get used to the higher altitudes. Temba spent several weeks moving between camps with his team.

At Camp 3, the team waited for a break in the weather. Winter was over, but there had been a series of severe snowstorms. Getting caught in a snowstorm farther up the mountain would be deadly.



The climb up Everest officially begins at base camp. Climbers stay in tents there so their bodies get used to the lower levels of oxygen.



## The Climb Along the Ridge

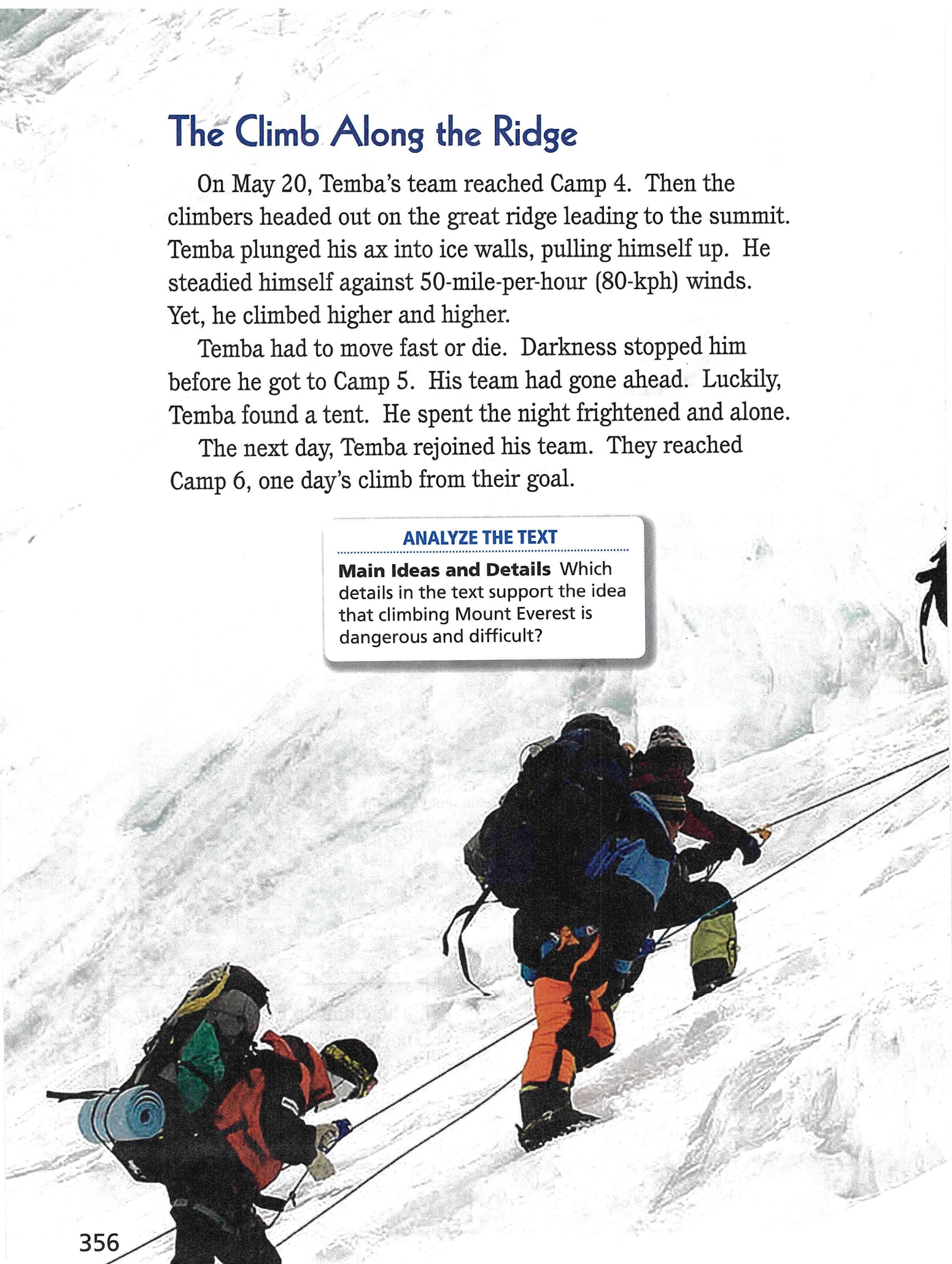
On May 20, Temba's team reached Camp 4. Then the climbers headed out on the great ridge leading to the summit. Temba plunged his ax into ice walls, pulling himself up. He steadied himself against 50-mile-per-hour (80-kph) winds. Yet, he climbed higher and higher.

Temba had to move fast or die. Darkness stopped him before he got to Camp 5. His team had gone ahead. Luckily, Temba found a tent. He spent the night frightened and alone.

The next day, Temba rejoined his team. They reached Camp 6, one day's climb from their goal.

### ANALYZE THE TEXT

**Main Ideas and Details** Which details in the text support the idea that climbing Mount Everest is dangerous and difficult?





Climbers have to be very careful. Towers of ice can fall over without warning.



Climbers use aluminum ladders to cross deep cracks in the ice, called crevasses. The crevasses are constantly opening and closing, so it is very dangerous.





## Reaching the Top of the World

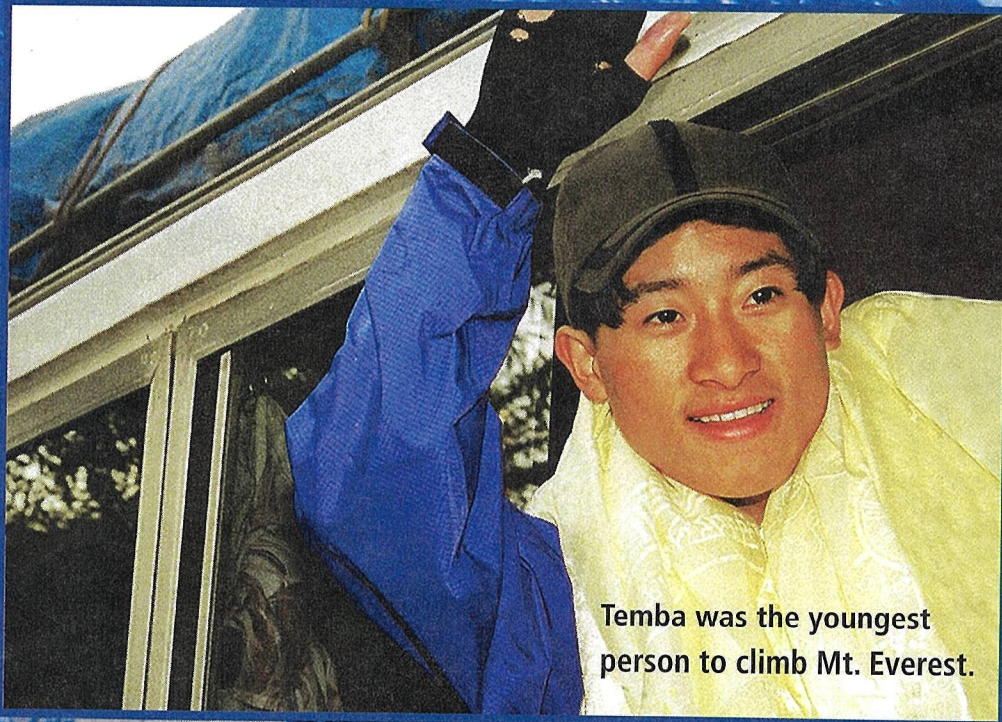
Just before midnight, Temba began his final climb. A headlamp lit the darkness. An oxygen mask helped Temba to breathe. Sometimes he'd stop to rest or to change oxygen bottles.

Just after sunrise, Temba reached Mount Everest's summit. He was higher than anyone else on the planet. Temba planted two flags. One was for his school. The other was for Nepal. "I felt so happy," he said.



It is dangerous for climbers to spend more than ten minutes at the top of Everest. The body needs to get to a lower altitude where there is more oxygen.





Temba was the youngest person to climb Mt. Everest.



## Will the Mountains Survive?

Temba survived in the mountains. Now, he wants to make sure the mountains survive. The world's mountains face many different threats.

Trash is one problem. For a while, Everest was called the “world’s highest garbage dump.” The mountain was littered with tons of trash that climbers left behind—batteries, bottles, and empty oxygen tanks. Many climbers didn’t have the time or strength to carry these things back down with them.

Climbers have left garbage on Everest since 1921.  
Now, people are trying to clean up the mess.





Global warming is another problem. As Earth gets warmer, mountain glaciers are melting. Himalayan lakes are swelling up with water. When they flood, mountain landscapes will be changed forever.



In 2005, the snowcap on Tanzania's Mount Kilimanjaro melted for the first time in history.



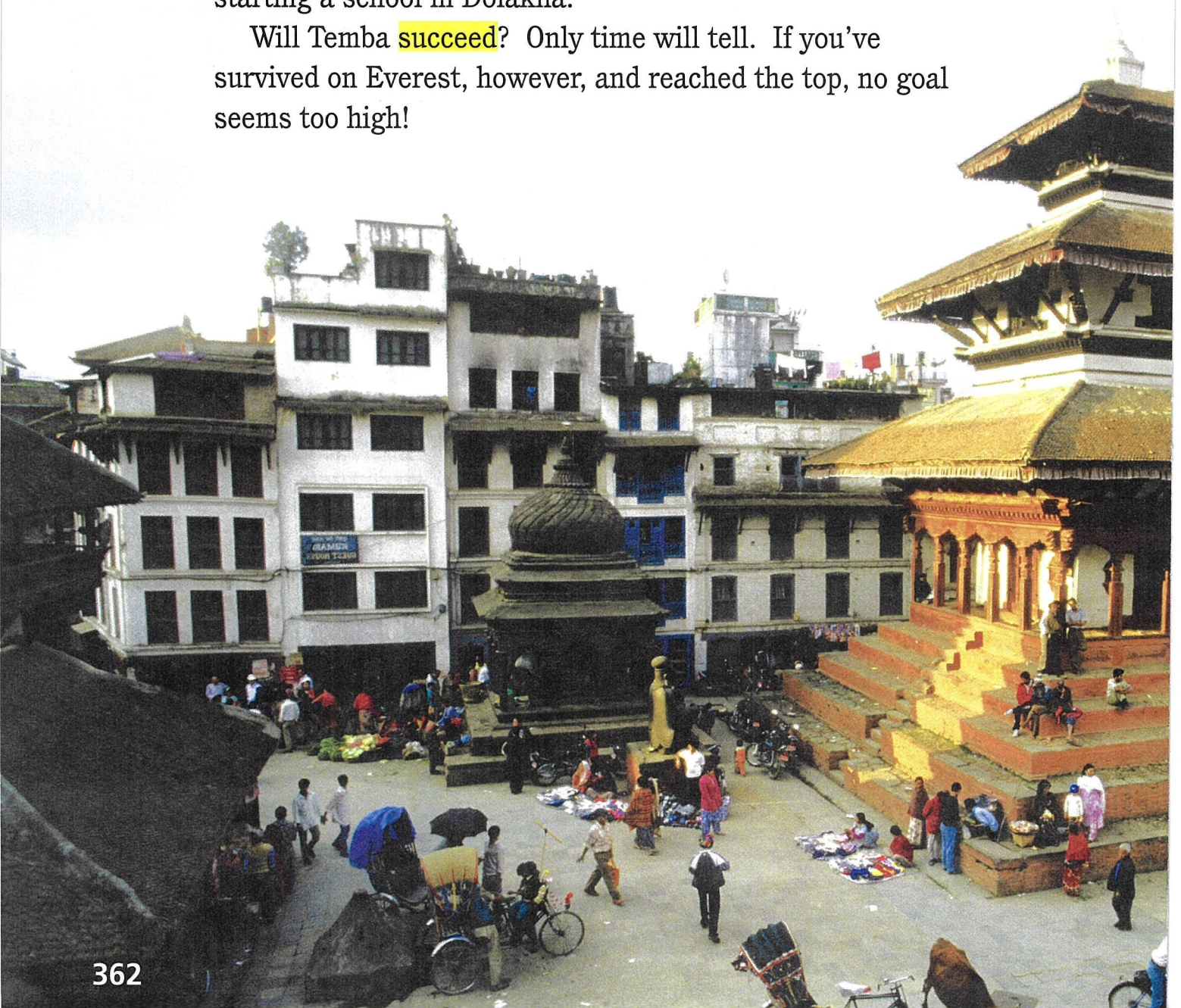
## After the Climb

When Temba came down from Everest, he was thinking about food, not fame. After weeks of camping, he was starving for home cooking.

Still, when he flew home to Kathmandu, a huge crowd was waiting. Temba couldn't believe it. "I had never seen so many cameras. . . . All of them were pointed at me," he said.

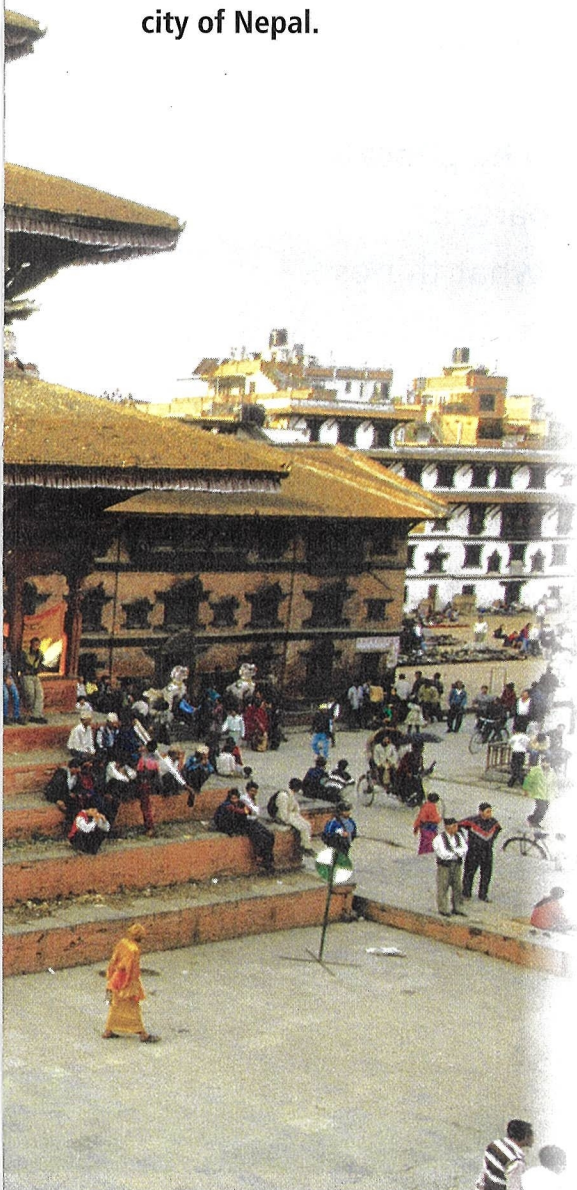
Despite the attention, Temba focused on his schoolwork. He needed a good education to achieve his other dream, starting a school in Dolakha.

Will Temba **succeed**? Only time will tell. If you've survived on Everest, however, and reached the top, no goal seems too high!

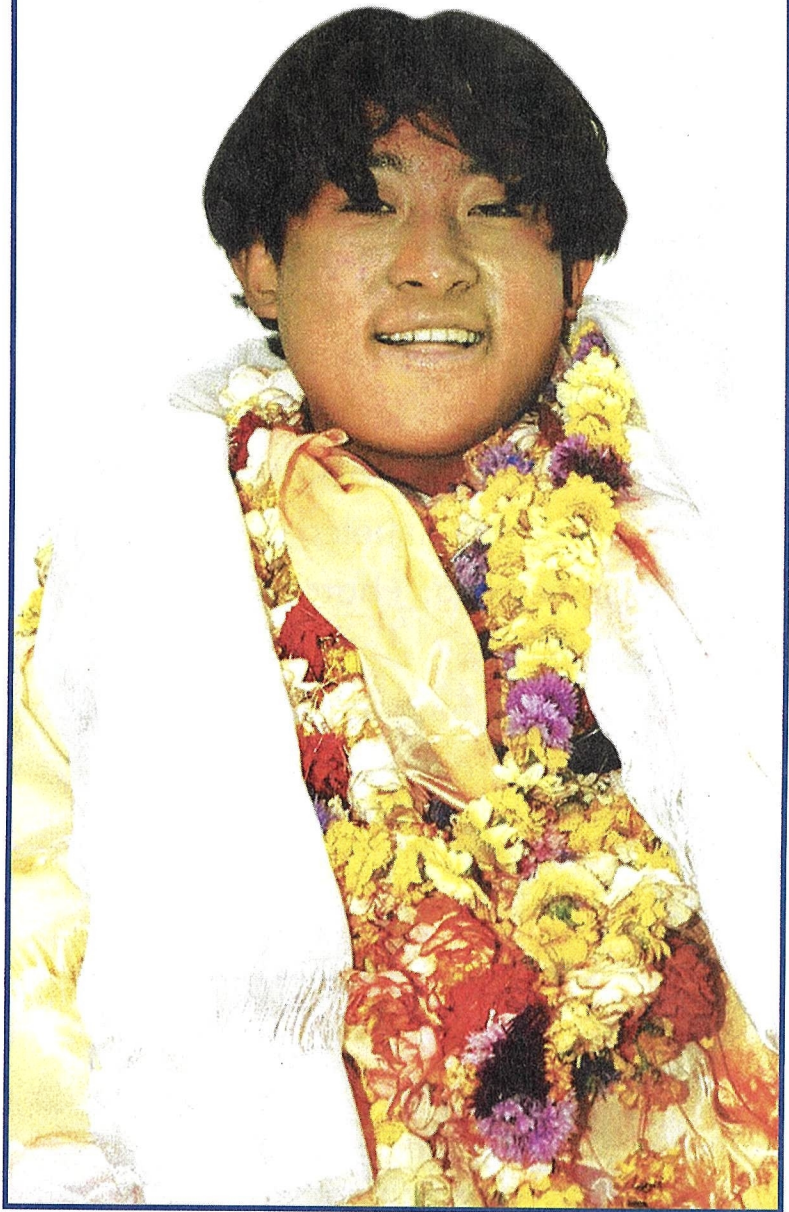




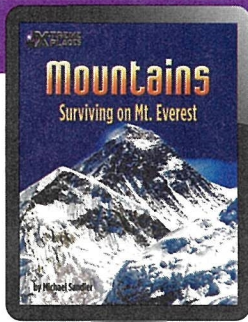
Kathmandu (kat man DOO)  
is the capital and largest  
city of Nepal.



Temba smiled at supporters who  
greeted him at the Kathmandu airport  
after he successfully climbed  
Mt. Everest.







# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Text and Graphic Features and Main Ideas and Details. Then read *Mountains: Surviving on Mt. Everest* again to apply what you learned.

### Text and Graphic Features

Informational text like *Mountains: Surviving on Mt. Everest* may use different kinds of text and graphic features to present information.

**Text features** include headings that tell about the content of sections. Captions identify what is in photographs. Boxed facts can add to information found in the main text.

**Graphic features** may include a map to help locate a place. A labeled diagram will show the parts of something. Photos and illustrations show what things look like.

Look back at pages 348 through 351. How can you find out more about mountains?

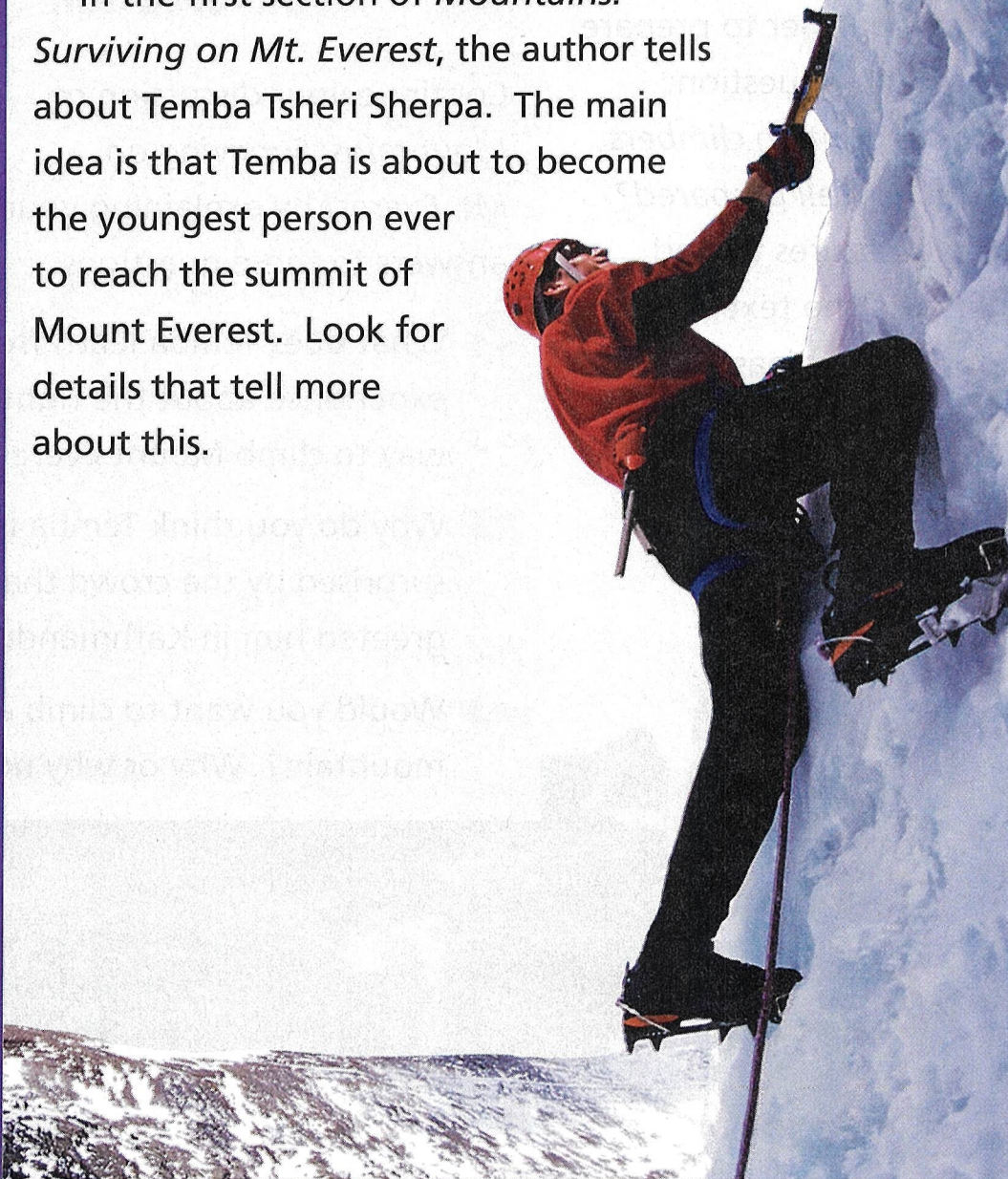
Text or Graphic Feature	Page	Purpose



## Main Ideas and Details

An author may write each part of an informational text around an important idea, or **main idea**. Facts, or **details**, are included to tell more about, or support, the main idea.

In the first section of *Mountains: Surviving on Mt. Everest*, the author tells about Temba Tsher Sherpa. The main idea is that Temba is about to become the youngest person ever to reach the summit of Mount Everest. Look for details that tell more about this.





# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare

to discuss this question:

*Why do mountain climbers need to be well prepared?*

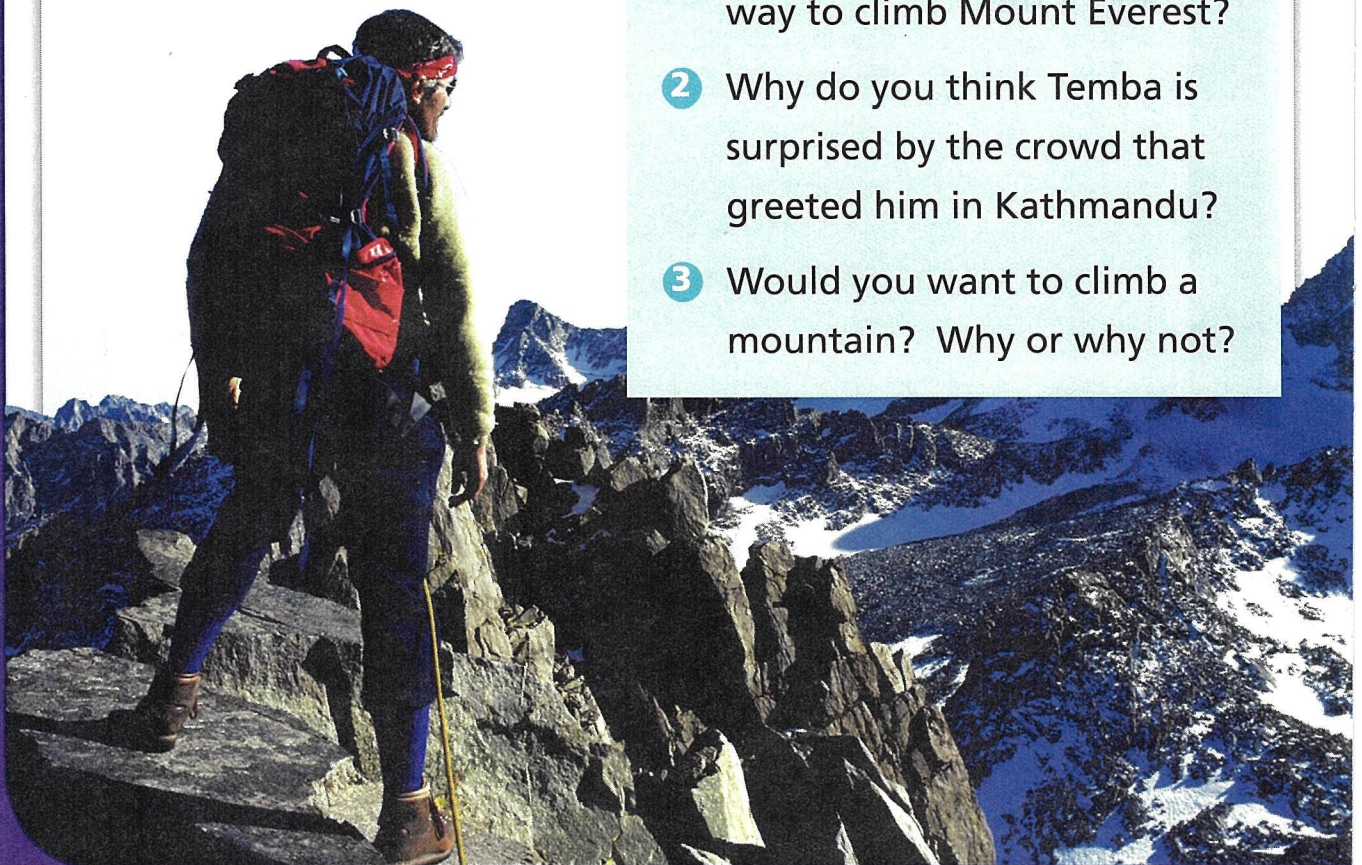
Use text features to find evidence in the text that supports your ideas.



### Classroom Conversation

Continue your discussion of *Mountains: Surviving on Mt. Everest* by explaining your answers to these questions:

- 1 What does Temba learn from experience about the right way to climb Mount Everest?
- 2 Why do you think Temba is surprised by the crowd that greeted him in Kathmandu?
- 3 Would you want to climb a mountain? Why or why not?



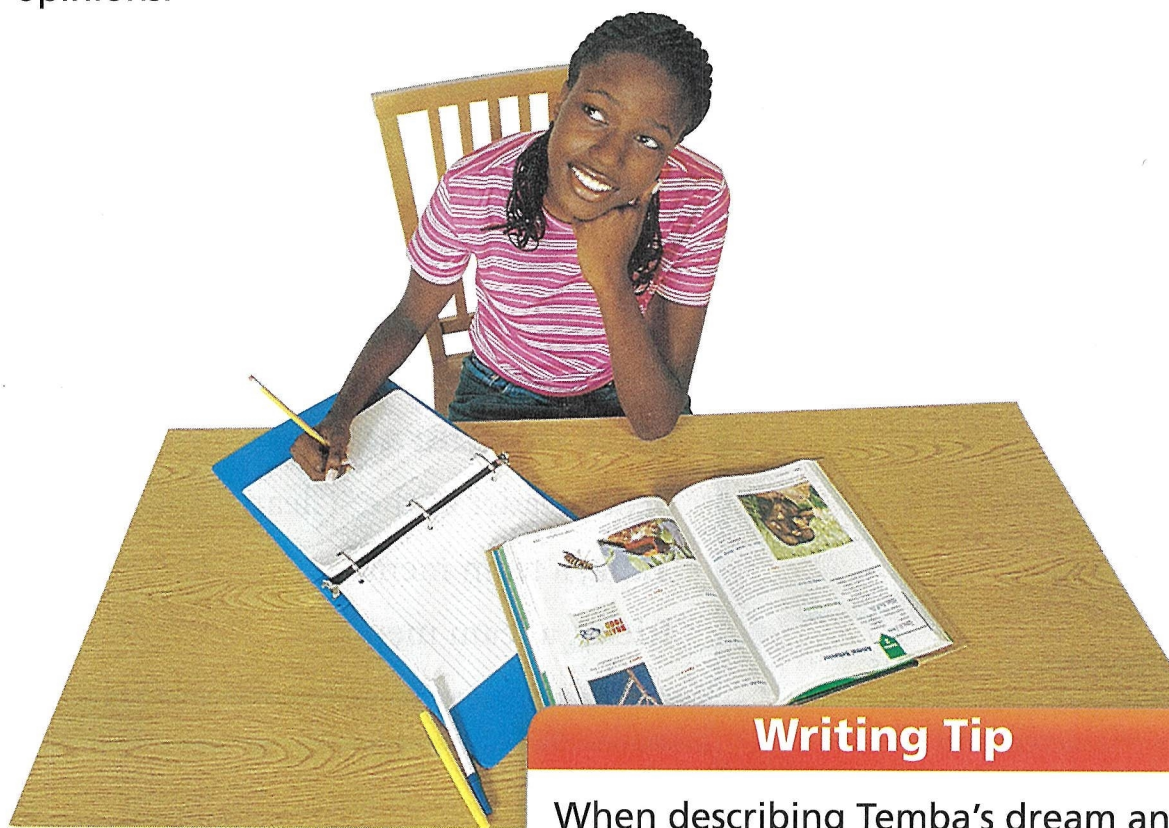


## Performance Task

### WRITE ABOUT READING .....



**Response** Think about why Temba wanted to reach the top of Mount Everest. Write a paragraph to describe and explain his dream. Use text evidence from the selection to support your opinions.



#### Writing Tip

When describing Temba's dream and Mount Everest, choose strong adjectives and adverbs to create a vivid picture.



# PLAY



## ✓ GENRE

A **play** tells a story through the words and actions of characters. It is written so that it can be acted out for an audience.

## ✓ TEXT FOCUS

**Stage directions** are parts in plays that give information about the characters and setting.

# The BIG Cleanup

by **Kate McGovern**

## Cast of Characters

**Scott**, leader of the “Clean Trails” team

**Talia**, a team member

**Ricky**, a team member

*(A special team is preparing to clear garbage from Sunshine Point Park.)*

**Scott:** Many people love to hike and camp in these hills. Some of them leave trash behind. We’re going to help clean up! Does everyone have his or her equipment?



**Talia:** *(holding up her trash bags)* I do. These bags are for carrying down trash.

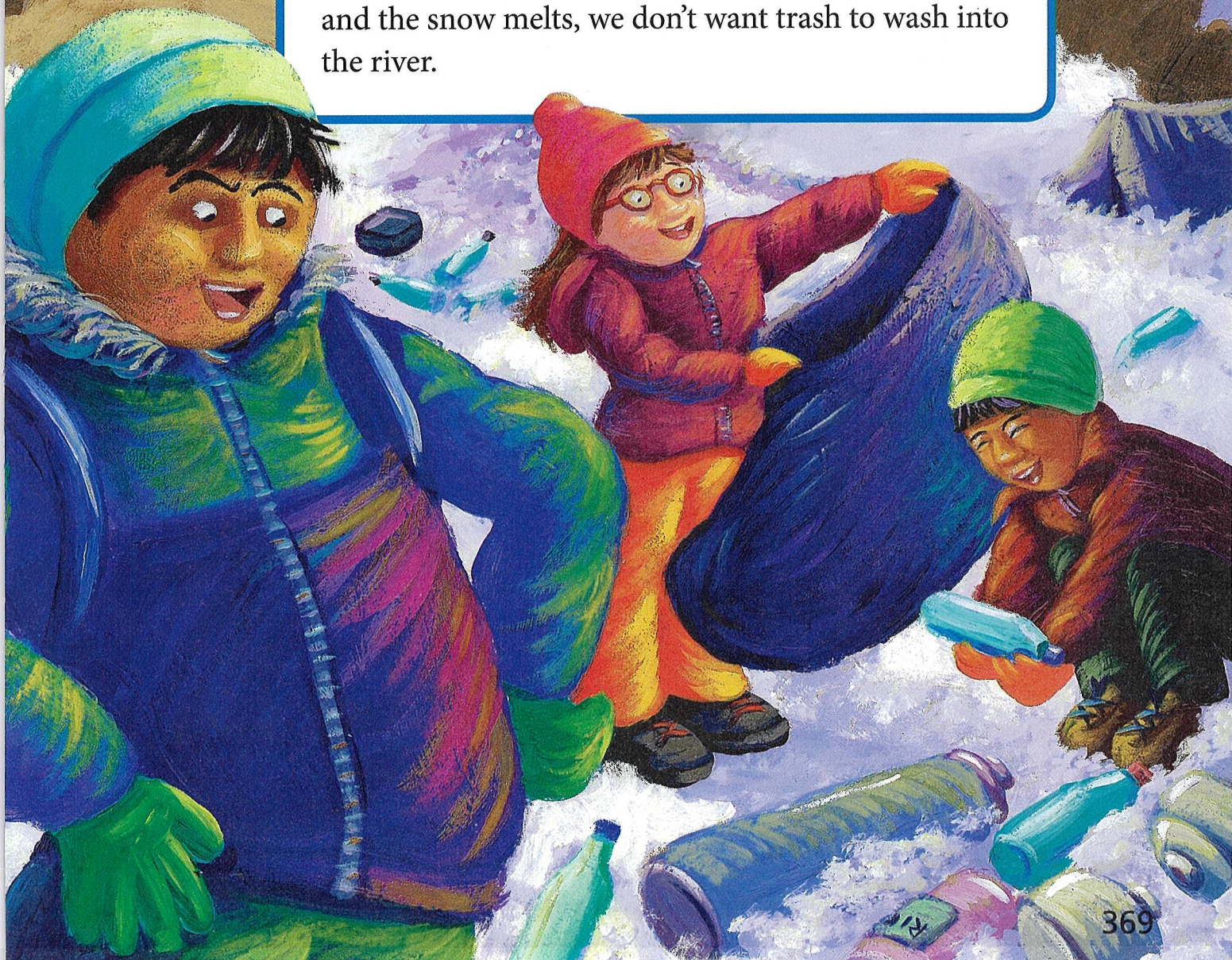
**Ricky:** These hiking boots will make it easier for us to climb the hills.

*(They arrive at a messy campsite.)*

**Scott:** *(looking around and frowning)* Many hikers stopped here to rest as they approached the next hill. They left bottles, food containers, and even a tent!

**Ricky:** People shouldn't treat the outdoors like a garbage dump! Nature is for everyone to enjoy.

**Talia:** Let's pick up this mess! When spring comes and the snow melts, we don't want trash to wash into the river.





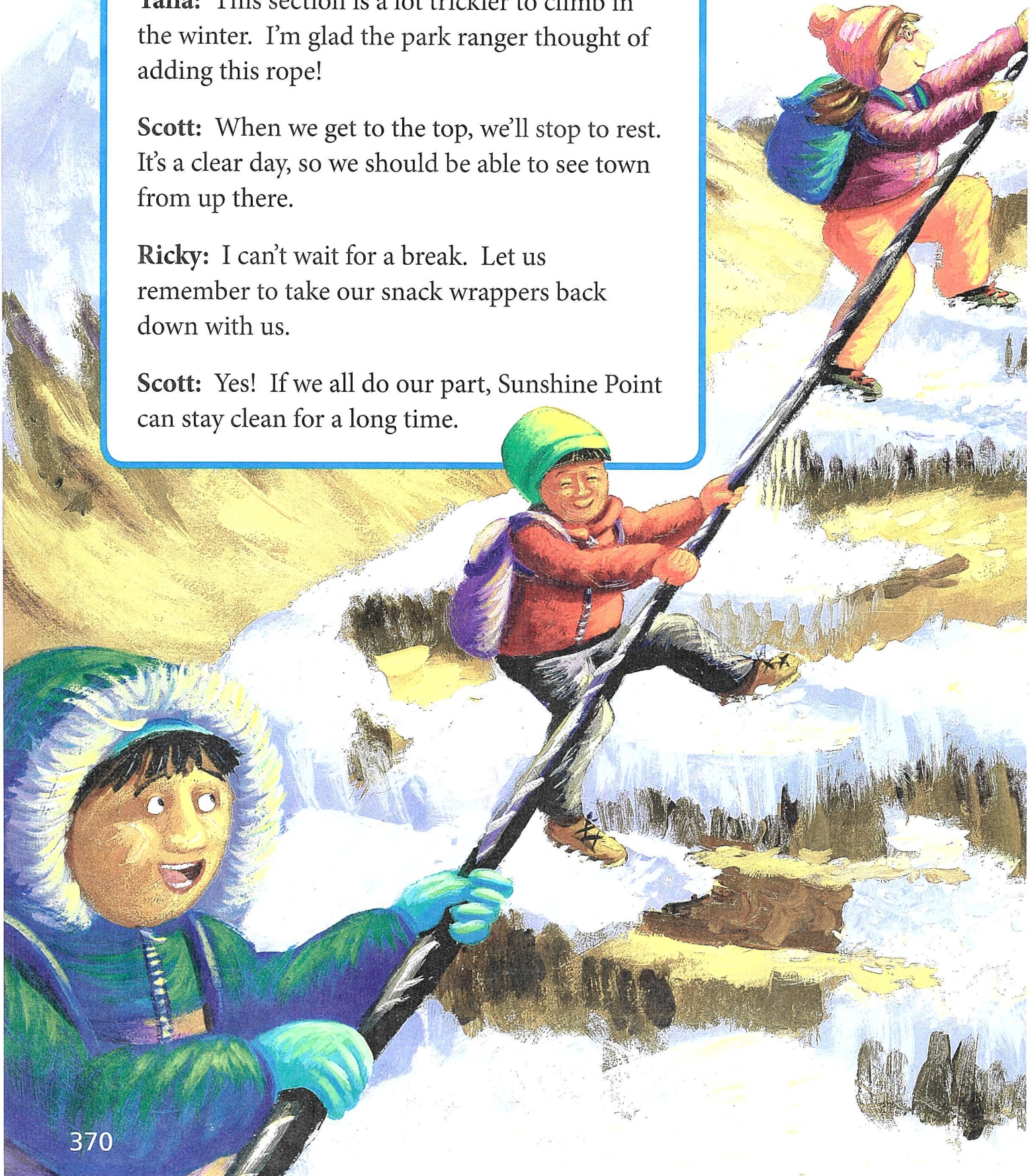
**Scott:** (*waving them onward*) Let's go! This is the last section to climb.

**Talia:** This section is a lot trickier to climb in the winter. I'm glad the park ranger thought of adding this rope!

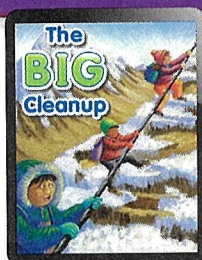
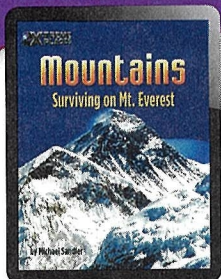
**Scott:** When we get to the top, we'll stop to rest. It's a clear day, so we should be able to see town from up there.

**Ricky:** I can't wait for a break. Let us remember to take our snack wrappers back down with us.

**Scott:** Yes! If we all do our part, Sunshine Point can stay clean for a long time.







# Compare Texts

## TEXT TO TEXT

**Compare Activities** In a small group, compare and contrast Temba's adventure on Mount Everest with what the characters do in *The Big Cleanup*. Use text evidence, photos, and illustrations to support your discussion. What kind of climbing equipment do they use? What do they want to do to help the mountain?



## TEXT TO SELF

**Climbing a Mountain** Would you like to climb Mount Everest like Temba in *Mountains: Surviving on Mt. Everest*? Why or why not? Take turns telling a partner. Listen to each other and ask questions.

## TEXT TO WORLD

**Work in Extreme Places** Reread *Life on the Ice* from Lesson 20. Think about what it's like being a scientist in Antarctica. How is that like being a mountain climber on Mt. Everest? How is it different? Share your ideas with a partner. Use evidence from the texts to support your answers.





# Grammar

**More, Most, -er, -est** You can use **adjectives** and **adverbs** to describe and to make comparisons.

- Adjectives describe nouns. Adverbs describe verbs.
- Use adjectives or adverbs that end in *-er* to compare two. Use adjectives or adverbs that end in *-est* to compare more than two.
- When an adjective or adverb has three or more syllables, use *more* to compare two and *most* to compare more than two. Also use *more* and *most* with adverbs ending in *-ly*.

	Compare Two	Compare More Than Two
Adjective	<i>This trail is steeper than that one.</i>	<i>This trail is the safest of all the trails.</i>
Adverb	<i>She walked more carefully than I did.</i>	<i>These boots feel most comfortable of all.</i>

## Try This!

**Write each sentence with the correct form of the adjective or adverb in parentheses.**

- 1 This is the \_\_\_\_\_ story I have read. (more exciting, most exciting)
- 2 Temba tried \_\_\_\_\_ of all the climbers. (harder, hardest)
- 3 The wind howls \_\_\_\_\_ at night than in the day. (louder, loudest)
- 4 The mountain top is \_\_\_\_\_ than the bottom. (colder, coldest)



You can help readers picture your ideas when you use adjectives and adverbs. These describe what things look like or how actions happen. If you want to make comparisons, think about what is compared and how many. Then choose an adjective or an adverb with the correct ending, or use *more* or *most*.



Choose the **warmest** gloves you can find.

Try on a **larger** size boot than the size you usually wear.

You will climb the next mountain **more easily** with strong ropes.

### Connect Grammar to Writing

As you write your narrative, look for places where you can use adjectives and adverbs to describe and to compare. Choose the correct form to compare two or more than two things or actions.



Reading-Writing Workshop: **Revise**

# Narrative Writing

- ▶ Writing as a Process: Plan and Draft
- ▶ Writing as a Process: Revise and Edit



**✓ Conventions** Good writers try to make you feel what their characters are feeling by using strong words. They make sure that the words they use are spelled correctly. When you revise your **fictional narrative**, use strong words that will make your writing exciting and spell every word correctly.

Louis drafted his story about a family stuck in a sandstorm. When he revised, he added some stronger words and corrected misspelled words.

## Writing Process Checklist

### Prewrite

### Draft

### ▶ Revise

- ✓** Did I introduce the characters, setting, and problem in an interesting way?
- ✓** Did I show how the characters deal with the problem in the middle of my story?
- ✓** Does the ending show how the problem is solved?
- ✓** Did I spell words correctly?

### Edit

### Publish and Share

## Revised Draft

<sup>sandstorm</sup>  
The ~~sand storm~~ had been going on for  
<sup>ten hours</sup>  
~~a long time.~~ Sam and his parents <sup>hid</sup> ~~were~~  
inside their covered wagon. The wind  
<sup>and louder</sup>  
blew faster <sup>than</sup> Sam ever <sup>remembered</sup> ~~remembered~~.  
~~It blew louder too.~~ The sand was <sup>whipping</sup> ~~moving~~  
around them.

Sam and his family were moving out  
West.



# Sandstorm!

by Louis Hudson

The sandstorm had been going on for ten hours. Sam and his parents hid inside their covered wagon. The wind blew faster and louder than Sam ever remembered. The sand was whipping around them.

Sam and his family were moving out West. They had been on the trail for two weeks already. Their wagon was full of everything they owned. There was barely enough room to sit. Hot and sweaty, Sam asked, "How long will we have to wait?" His voice was shaky.

Pop told Sam not to worry. The storm would soon end. Ma talked about what their new life would be like. She had lived in the crowded, dusty city for thirty years. Now she dreamed of living in open fields.

Then Pop began to tell stories of his childhood. He had three brothers, and there were many adventures to tell! Sam enjoyed the stories so much that when the storm died down two hours later, he hardly even noticed.

## Reading as a Writer

Which words show how Sam feels? Where can you make changes in your story to show what your characters are experiencing?

In my final paper, I used stronger words to show how my characters felt. I made sure my words were spelled correctly. I also combined sentences.





- ▶ Writing to Sources
- ▶ Writing Informative Texts: Introduction
- ▶ Writing Informative Texts: Organize Your Information
- ▶ Writing as a Process: Revise and Edit

## Write a Literary Analysis

**TASK** In *The Grasshopper and the Ant*, you read about a grasshopper who changed his attitude after learning a lesson. In *Dog-of-the-Sea-Waves*, you read a story about a boy named Manu who also had a change in attitude.

Look back at the texts. Notice how Grasshopper's and Manu's attitudes change throughout the texts. Find evidence that shows why and how Grasshopper and Manu changed. Then write a literary analysis essay that compares and contrasts Grasshopper and Manu.

### Make sure your literary analysis

- states the topic in the introduction.
- describes how the characters are alike and different.
- includes evidence from the texts.
- provides a concluding section.

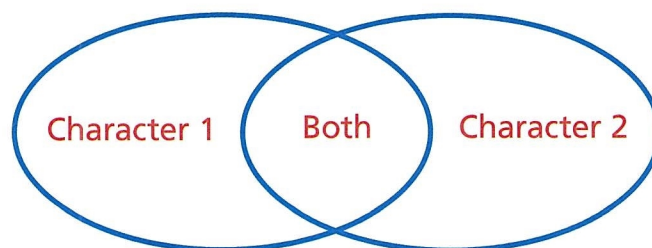
### PLAN



Use the annotation tools in your eBook to find evidence to support your ideas.

**Gather Information** Discuss these questions with a partner: How do Grasshopper and Manu feel at the beginning of the stories? Why and how do the characters change? How are Grasshopper and Manu similar? How are they different?

Record your answers to the questions in a Venn diagram to plan your writing.





**Write Your Literary Analysis** Now begin working on your literary analysis. Use the flow chart and what you already learned about writing a literary analysis to write your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

### INTRODUCTION

Write a **strong introduction** that explains the **topic** and your **purpose** for writing. Grab your readers' attention with an interesting **topic sentence** about the characters.

### BODY

In the **body**, or middle, of your literary analysis, **compare** and **contrast** the **characters**. Think about the characters' **thoughts**, **feelings**, and **traits**. Organize your ideas by grouping related information together. Consider explaining first how each character is unique or different. Then explain how the characters are alike. Include **evidence** from each text and **descriptive details** to support your ideas.

### CONCLUSION

Finish your essay with a **concluding section**. Summarize your analysis of the characters for your readers.



**Review Your Draft** Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your literary analysis tells your purpose for writing and includes evidence from the texts to support your ideas. Use these questions to help you evaluate and improve your analysis.

Have your partner review your literary analysis in *myWriteSmart* and note where the ideas are not clear. Discuss how to make improvements.

Purpose and Organization	Evidence and Elaboration	Conventions
<ul style="list-style-type: none"> <li>✓ Did I state the topic and purpose at the beginning?</li> <li>✓ Is my literary analysis organized so that related information is grouped together?</li> <li>✓ Do I have a concluding section that sums up my ideas?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have I used descriptive details to show how the characters feel and think?</li> <li>✓ Did I use words that compare and contrast?</li> <li>✓ Have I included clear, concrete evidence for each idea?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Does my analysis include a variety of complete sentences?</li> <li>✓ Did I use adjectives and adverbs to compare?</li> <li>✓ Is my spelling, punctuation, and capitalization correct?</li> </ul>

**Create a Finished Copy** Write or type a final copy of your literary analysis. Choose a way to share your analysis with your classmates. Consider these options.

1. Read your literary analysis aloud to your classmates.
2. Publish your literary analysis on a school website or social networking page.
3. Collect the literary analyses and bind them together in an anthology for your classroom library.