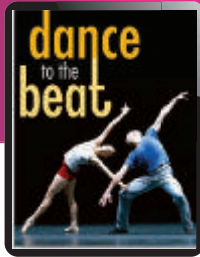
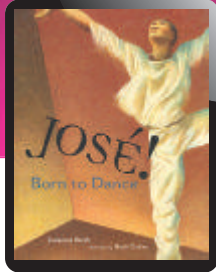


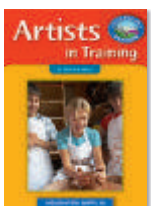
Lesson 10



✓ TARGET VOCABULARY

debut
stubborn
permission
hauling
mournful
towered
triumph
discouraged
toured
border

Vocabulary
Reader



Context
Cards



COMMON
CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

Vocabulary in Context

1

debut

A performing artist is always excited at his or her **debut**, or first public show.



2

stubborn

Performers with a **stubborn** desire to succeed will continue to work hard.



3

permission

This musician is allowed to play in the subway. She was given **permission**.



4

hauling

When a band is traveling, workers are **hauling** equipment from city to city.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you pronounce these words.

5 **mournful**

The **mournful** songs of some singers are more memorable than their happy ones.



6 **towered**

Performers on stilts have always **towered** above their audiences.



7 **triumph**

Becoming a star is a **triumph**, or victory, most performing artists long for.



8 **discouraged**

Some musicians become **discouraged**, or disappointed, after a poor performance.



9 **toured**

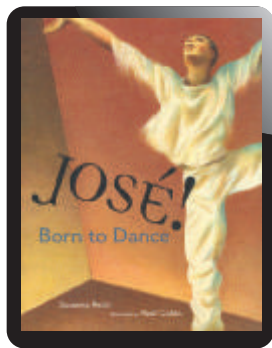
A performer who has **toured**, or traveled, has gained new fans in every location.



10 **border**

Touring performers often cross an international **border** such as this one.



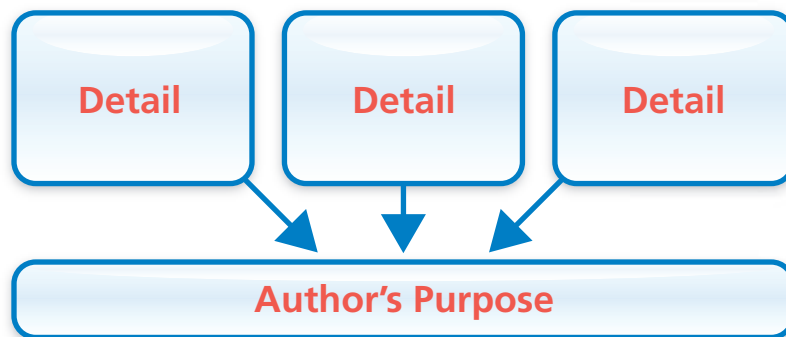


Read and Comprehend



✓ TARGET SKILL

Author's Purpose As you read "José! Born to Dance," think about the author's reason, or **purpose**, for writing. Does she want to entertain, to inform, to persuade, or to describe? For clues, focus on the way the author describes the characters, events, and setting. Use a graphic organizer like this one to record text evidence that helps you identify the author's purpose.



✓ TARGET STRATEGY

Analyze/Evaluate As you read "José! Born to Dance," use the **analyze** and **evaluate** strategy to help you understand the author's purpose. Ask yourself why José worked so hard to become a dancer and why this is important to the author.

PREVIEW THE TOPIC

Performance Arts

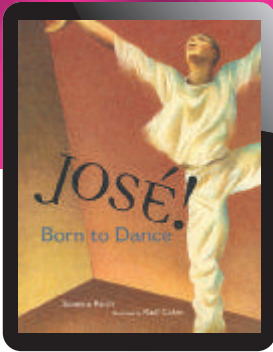
Performance arts are performed for a live audience. They include dance, drama, and music. Many people must work together to create a successful live performance, both on the stage and behind the scenes. For example, a great dance performance needs more than just great dancers. Set designers, costume designers, and choreographers, people who create the dances, are also key.

As you read “José! Born to Dance,” you’ll discover how a boy from Mexico became one of the most famous dancers and choreographers in the world.



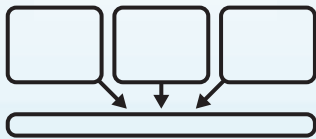
Lesson 10

ANCHOR TEXT



✓ TARGET SKILL

Author's Purpose Use text evidence to explain the author's reasons for writing.



✓ GENRE

A **biography** tells about a person's life and is written by another person. As you read, look for:

- ▶ information about why the person is important
- ▶ events in time order
- ▶ reasons why the author might have written the biography



RI.4.5 describe the overall structure of a text or part of a text; **RI.4.8** explain how an author uses reasons and evidence to support points; **RI.4.10** read and comprehend informational texts; **L.4.5a** explain the meaning of similes and metaphors in context

MEET THE AUTHOR



Susanna Reich

A former professional dancer, Susanna Reich is the author of *Clara Schumann: Piano Virtuoso*, an NCTE Orbis Pictus

Honor Book, an ALA Notable, and a School Library Journal Best Book of the Year. Her other books include *Painting the Wild Frontier: The Art and Adventures of George Catlin* and *Penelope Bailey Takes the Stage*, a historical novel.

MEET THE ILLUSTRATOR



Raúl Colón

Because he had asthma as a boy, Raúl Colón was often kept inside, and he filled the time by drawing in his notebooks.

"So my illness as a child," he recalls, "which kept me from going outside to play, became a blessing." He even created his own comic book. He began his official art training in the tenth grade and has since illustrated many children's books.



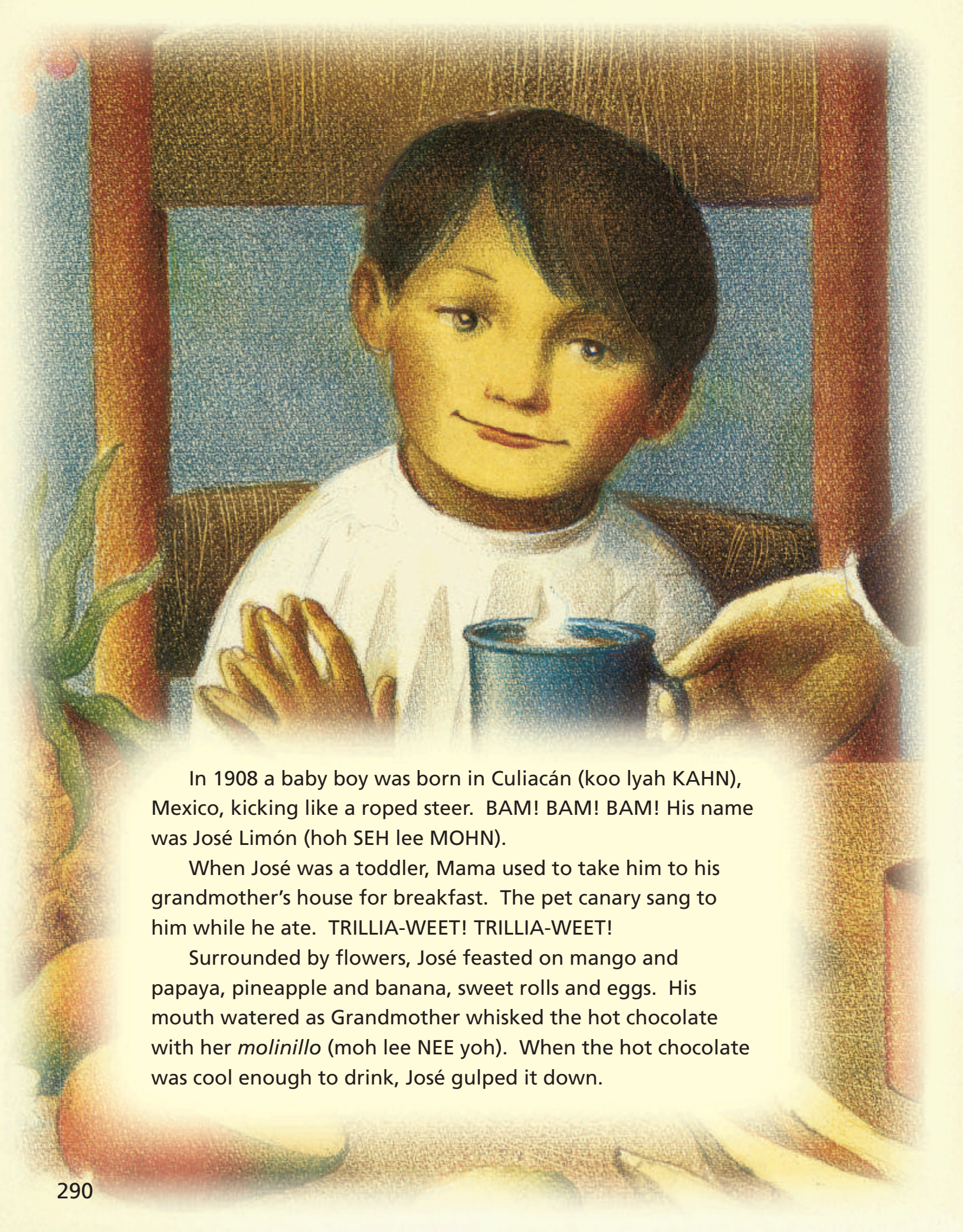
JOSÉ!

Born to Dance

by Susanna Reich
illustrated by Raúl Colón

ESSENTIAL QUESTION

What does it take to be
a great performer?



In 1908 a baby boy was born in Culiacán (koo lyah KAHN), Mexico, kicking like a roped steer. BAM! BAM! BAM! His name was José Limón (hoh SEH lee MOHN).

When José was a toddler, Mama used to take him to his grandmother's house for breakfast. The pet canary sang to him while he ate. TRILLIA-WEET! TRILLIA-WEET!

Surrounded by flowers, José feasted on mango and papaya, pineapple and banana, sweet rolls and eggs. His mouth watered as Grandmother whisked the hot chocolate with her *molinillo* (moh lee NEE yoh). When the hot chocolate was cool enough to drink, José gulped it down.

Sometimes Papa took José to the theater where Papa worked as a musician. José loved to watch the dancers on the stage. The cancan dancers lifted their petticoats and kicked their legs. OH LA LA!

The flamenco dancers flipped their skirts and clicked their heels. *¡Sí (see)! ¡Sí! ¡Sí!*

The ballet dancers leapt into the air. Raising their arms high above their heads, they seemed to fly. AHHHHH!

One afternoon Papa took José to the *corrida de toros* (koh REE dah deh TOH rohs). In the bullfight ring a torero swirled his red cloak to anger the black bull. *¡Olé (oh LEH)! ¡Olé! ¡Olé!* The bull pawed the ground. It ran straight toward the bullfighter, its head down and its eyes ablaze. José gripped Papa's hand.

Later that night, when Mama tucked José into bed, her sweet voice echoed in the darkness. SORA-SORA-SO, SORA-SO. That night José dreamed of the bullfight.

One spring day when José was five, he saw government soldiers marching in the street. A civil war had broken out in Mexico. José slung a stick over his shoulder and marched through the house. *¡Uno (OO noh)! ¡Dos (dohs)! ¡Uno! ¡Dos!*

The next day at breakfast, shots rang out. The rebels had attacked their town. Surrounded by fighting, José's family hid in the cellar for three days and three nights.

Months passed and the war raged on. Safety lay across the **border**—in the United States. Perhaps Papa could find a job there.

José's family took a train to Nogales (noh GAH lehs), close to the border. Soldiers sat on top of the train, their guns at the ready. The train crawled through the hot desert. As the sun set, José heard the sound of an accordion—a slow, **mournful** song. "*O, soñador . . .*" (oh so nyah DOHR)

For two years José and his family lived in Nogales, waiting and waiting for **permission** to enter the United States. Finally Papa's work permit arrived, stamped with an official seal. They packed their bags and set out across the northern frontier. *Adiós* (ah DYOHS), Mexico.

At José's new school the children gathered around the teacher to read aloud from their books. When José read, the other children laughed at his poor English. At first José cried. Then he stamped his foot in fierce determination. PUM!

I will learn this language better than any of you, he said to himself—though it seemed nearly impossible.

But within three years José could speak English with confidence. He was quick to learn new words and translated for Mama wherever she went. *Carmesí* (kahr meh SEE). *Radiante* (rah DYAHN teh). *Liberación* (lee beh rah SYON). Crimson. Radiant. Liberation.

By sixth grade José had become known for his colorful drawings. Among his many younger brothers and sisters he was famous for his pictures of trains. Everyone thought he would become an artist.

But José loved music, too. As a teenager he practiced the piano at all hours of the day and night. When his fingers flew, his spirit soared. AHH!

After José finished high school in Los Angeles, Mama became very sick. When she died, sadness lay on José's heart.



He went to work in a factory. All day long he took tiles from one wheelbarrow and loaded them into another. At night he dreamed of painting and drawing. He dreamed of living in New York among the artists. But he didn't know if Papa could manage without him.

José waited, and brooded, and argued with himself. Finally, after a year, he made up his mind. "Papa," he announced, "I'm going."

Adiós, José. Farewell.

He headed east across the continent, two thousand four hundred and sixty-two miles.

When José reached New York, the shimmering city **towered** above him: marble, stone, brick, and steel. José floated down the sidewalk. He would become a great artist, *un artista grandioso y magnífico*. He would fill his sketchbooks with drawings like none the world had ever seen.

He took a job as a janitor, scooping ashes out of a coal furnace and **hauling** garbage cans to the curb. But as winter wore on, a cold loneliness settled over José. He missed his family, far away in sunny California.

Discouraged, he wandered the halls of the great museums. *Manet* (muh NAY), *Renoir* (ruhn WAHR), and *Picasso* (pih KAH soh), he thought. Perhaps they had already painted everything. His drawings would never compare. The music in his heart fell silent.

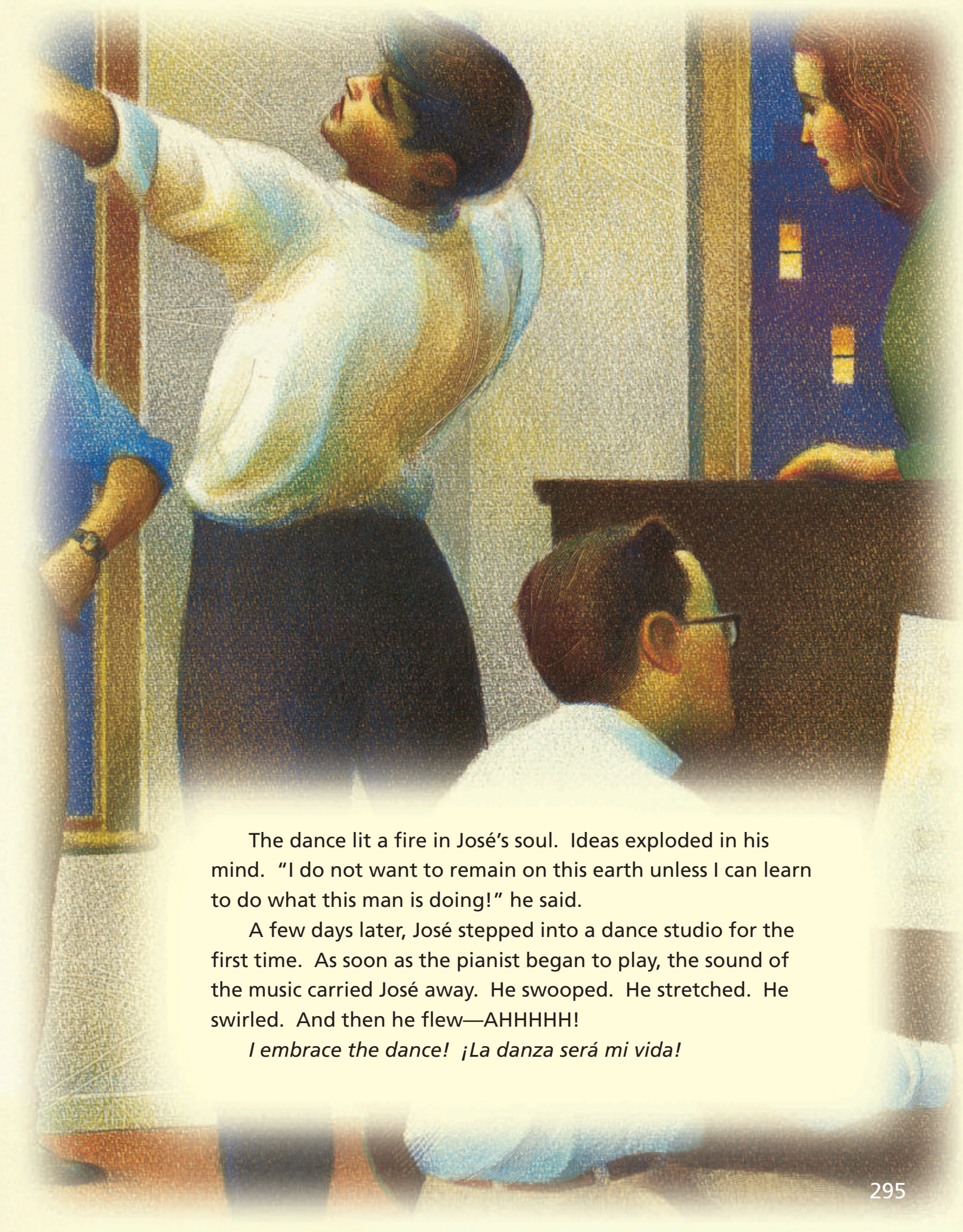
"New York is a cemetery," he said. "A jungle of stone."

José put away his drawings. He felt sad and lost. How could he be an artist without an art? He wanted to give a gift to the world, but he didn't know what it could be.

One day José's friend Charlotte invited him to a dance concert. The dancer twisted his body and leapt into the air. AIEEEEE!

ANALYZE THE TEXT

Simile and Metaphor A **simile** and a **metaphor** both compare one thing to something entirely different. A simile uses the words *like* or *as*. One example of a metaphor is *New York is a jungle of stone*. Find another one on this page and explain what it means.



The dance lit a fire in José's soul. Ideas exploded in his mind. "I do not want to remain on this earth unless I can learn to do what this man is doing!" he said.

A few days later, José stepped into a dance studio for the first time. As soon as the pianist began to play, the sound of the music carried José away. He swooped. He stretched. He swirled. And then he flew—AHHHHH!

I embrace the dance! ¡La danza será mi vida!

From then on, José took classes from teachers Doris Humphrey and Charles Weidman (WYD muhn) nearly every day. Dripping with sweat, he struggled with his stiff and stubborn body. And at night he hobbled home, his muscles sore and aching.

Six weeks later, he made his debut (day BYOO), performing for the first time. As he waited to go onstage, he felt shy and nervous. All those people in the audience would be watching him.

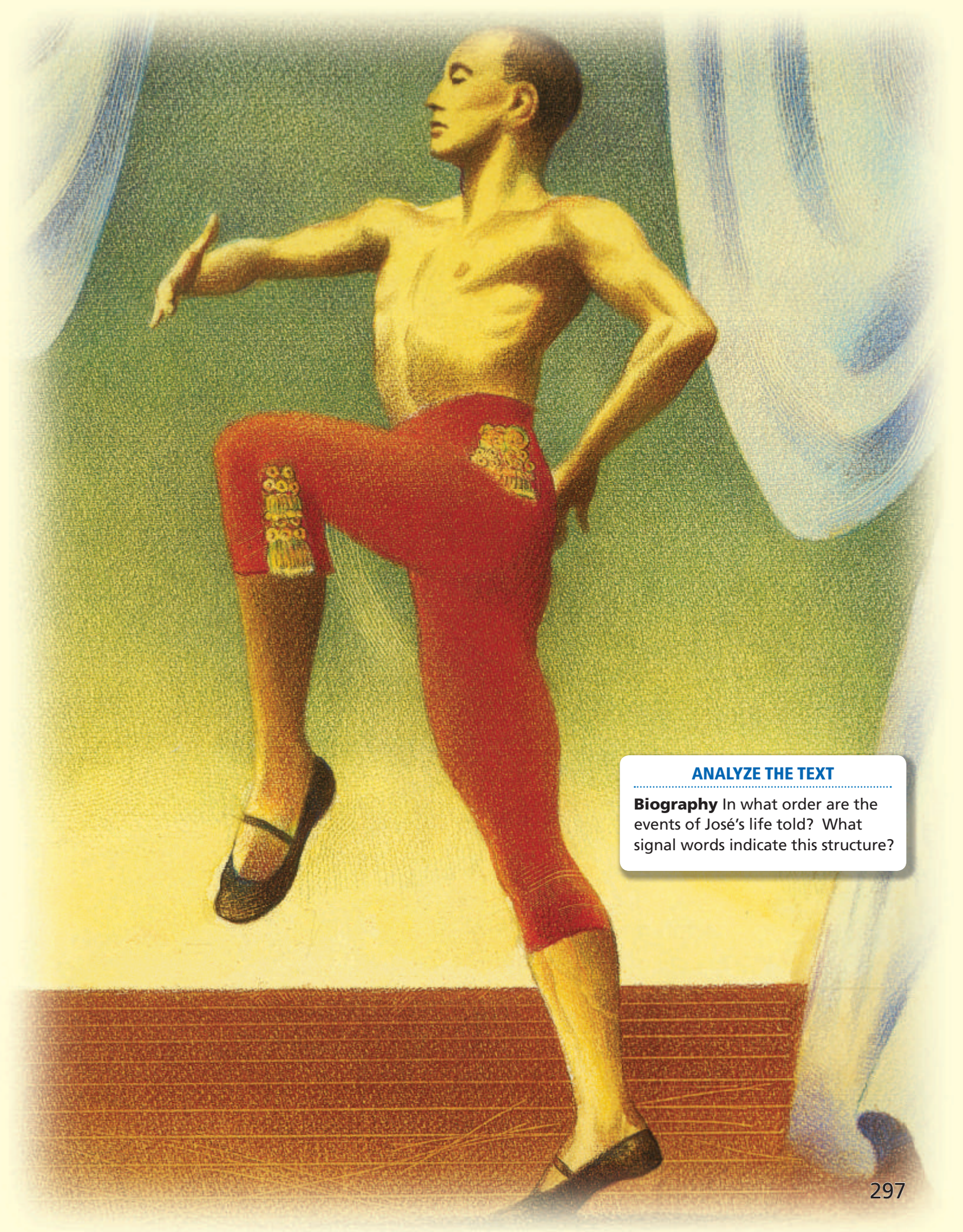
But once he heard the thundering applause, his spirits lifted. "That night I tasted undreamed-of exaltation, humility, and triumph," he said.

Ankles and feet, knees and hips, chest and arms, head and neck, up and down and back and forth and in and out, José Limón became a dancer.

For eleven years José studied and danced with Doris and Charles. He learned to make his muscles sing. He learned to move his bones every which way. He learned to flow and float and fly through space with steps smooth as silk. He learned to be fierce like a bullfighter—*¡Olé!* Strong like a soldier—*¡Uno!* *¡Dos!* *¡Uno!* *¡Dos!* And proud like a king—PUM!

He learned to make dances sweet as birdsong—TRILLIA-WEET! Hot as the desert sun—*¡Sí!* *¡Sí!* Sad as broken dreams—*O, soñador . . .* Loving as a mother's lullaby floating on a Mexican breeze—SORA-SORA-SO, SORA-SO.

In time José became a world-famous choreographer and toured the globe with his own dance company. For forty years, with bare feet and broad shoulders, he graced the concert stage. From New York to Mexico City and London to Buenos Aires (BWEH nohs EYE rehs), he danced for presidents and princesses, builders and bricklayers, bankers and bus drivers, fiddlers and firemen.



ANALYZE THE TEXT

Biography In what order are the events of José's life told? What signal words indicate this structure?



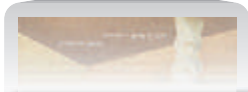
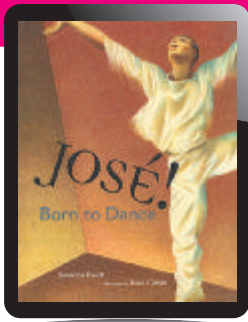
And each night before the curtain rose, he whispered to himself, "Make me strong so I can give."

BRAVO! BRAVO! BRAVO!

ANALYZE THE TEXT

Author's Purpose Explain what the author wants you to learn from José's story. What is her perspective? What reasons and evidence does the author provide to support her perspective?

Dig Deeper



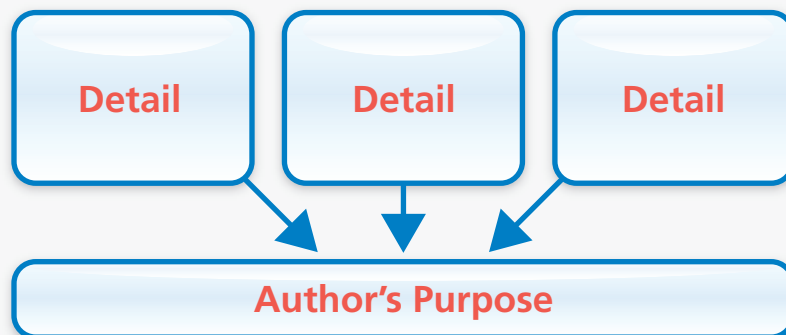
How to Analyze the Text

Use these pages to learn about Author's Purpose, Biography, and Simile and Metaphor. Then read "José! Born to Dance" again to apply what you learned.

Author's Purpose

"José! Born to Dance" is about a famous dancer and choreographer. What do you think the **author's purpose**, or reason, was for writing this biography? Does she want to entertain, to inform, or to persuade? To answer these questions, think about how the author seems to feel about José Limón. Note the particular points the author makes about José and how he reacts to what happens to him. Notice the **reasons** and **evidence** the author uses to support her ideas.

You can use text evidence to help you identify the author's purpose and how the author supports it. Look back at pages 294–295. What details does the author use to describe the dancer and to tell what José thought?



RI.4.5 describe the overall structure of a text or part of a text; **RI.4.8** explain how an author uses reasons and evidence to support points; **L.4.5a** explain the meaning of similes and metaphors in context

Biography

The way in which an author organizes a text is its **overall structure**. In a **biography**, the events that make up a person's life are usually told in the order they happened. Authors use dates and **signal words** to help readers follow the **sequence of events**. For example, on page 291 the author uses the phrases *One afternoon*, *Later that night*, and *One spring day*. These phrases help explain when events take place.



Simile and Metaphor

A **simile** is a kind of **figurative language** that compares two things that are different, using the word *like* or *as*. *The baby kicked like a wild horse* is a simile. A **metaphor** compares one thing to something entirely different without using *like* or *as*. *The dancer was a painted butterfly* is a metaphor. Authors use similes and metaphors to create vivid pictures and help readers see things in new ways.



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *What does it take to be a great performer?* Include text evidence and other reasons to support your ideas. Be sure not to interrupt your partner.



Classroom Conversation

Continue your discussion of “José! Born to Dance” by explaining your answers to these questions:

- 1 What do you think made José finally tell Papa that he was leaving?
- 2 What character traits help José become a success? Explain.
- 3 Before each performance José says, “Make me strong so that I can give.” What is he giving?

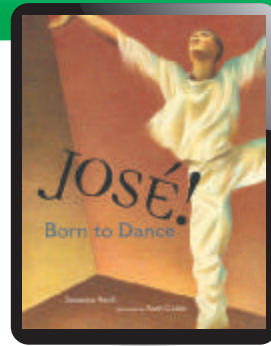
MAKING COMPARISONS

Analyze Similes and Metaphors Authors use figurative language such as similes and metaphors to create vivid pictures in readers’ minds. With a partner, page through the biography and find examples of figurative language. List three similes and three metaphors the author uses to describe José and his dancing. Discuss the meaning of each example.



WRITE ABOUT READING

Response Write a list of questions that you would like to ask José Limón about his life. Then search the text for clues about what José might tell a young person, based on his own experience. Write a short note explaining what he might say. Include a reason based on the text for each piece of advice.



Writing Tip

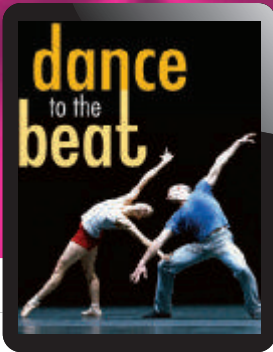
Be sure to end your note with a strong concluding statement that summarizes the advice. Correct any sentence fragments you may have written in your note.



RI.4.8 explain how an author uses reasons and evidence to support points; **W.4.1b** provide reasons supported by facts and details; **W.4.9b** apply grade 4 Reading standards to informational texts; **SL.4.1b** follow rules for discussions; **L.4.1f** produce complete sentences, recognizing and connecting fragments and run-ons; **L.4.5a** explain the meaning of similes and metaphors in context

Lesson 10

POETRY



✓ GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings.

✓ TEXT FOCUS

Structure of a Poem

Poems are arranged in lines. The lines are often grouped into verses or stanzas. Which poems have verses? Rhythm, the regular pattern of stress in words, is part of the sound and tone of poems. As you read, note how the rhythm is different in each poem. How does the rhythm affect each poem?



RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements; **RL.4.10** read and comprehend literature

dance to the beat

by Adam Fogelberg

Dancers move their bodies to the beat, or rhythm, of music. Poems are like music and dance: They, too, have rhythm. As you read the following three poems about dancing, listen for their rhythm.

The Song of the Night

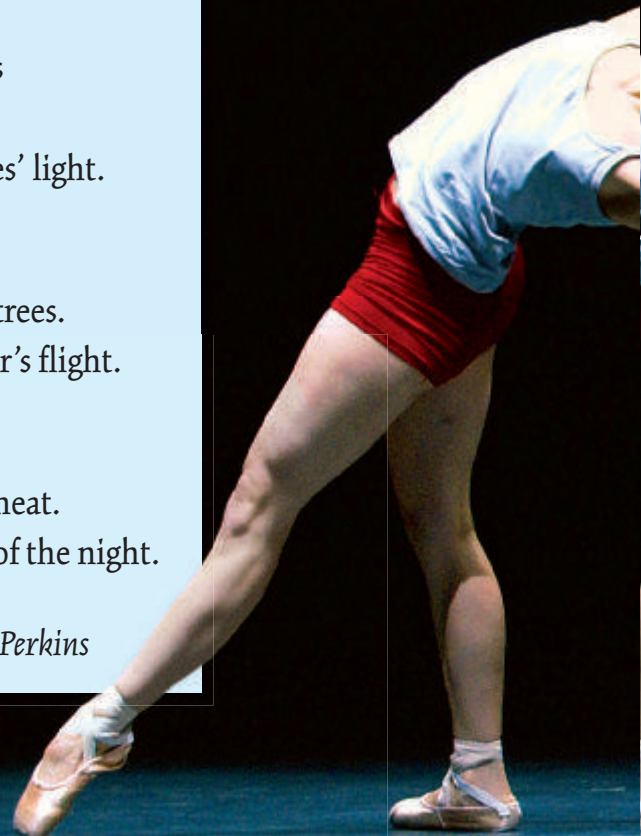
I dance to the tune
of the stars and the moon.
I dance to the song of the night.

I dance to the strains
of a cricket's refrain.
I dance to the fireflies' light.

I dance to the breeze
and the whispering trees.
I dance to the meteor's flight.

I dance to the beat
of the summertime heat.
I dance to the pulse of the night.

by Leslie D. Perkins



from **Lines Written for Gene Kelly to Dance To**

Can you dance a question mark?
Can you dance an exclamation point?
Can you dance a couple of commas?
And bring it to a finish with a period?

Can you dance like the wind is pushing you?
Can you dance like you are pushing the wind?
Can you dance with slow wooden heels
and then change to bright and singing silver heels?
Such nice feet, such good feet.

by Carl Sandburg



Gene Kelly (1912–1996)

Gene Kelly was a famous actor, dancer, and director. He was born in Pittsburgh, Pennsylvania, in 1912. As a child he was small, and his peers towered above him. He wanted to become a professional athlete, but his mother would not give him permission. Instead of being discouraged, Kelly became a dancer. He ran a dancing school and toured with shows.

In 1938, he crossed the Pennsylvania border and headed to New York City. That year he made his Broadway debut.

During his career, Kelly enjoyed one triumph after another. He starred and danced in many movies.

Gene Kelly was famous for his athletic dancing style.



Adapted from **Three/Quarters Time**

Dance with me . . . dance with me . . . we are the song . . . we
are the music . . .

Dance with me . . .

Dance with me . . . dance with me . . . all night long . . .

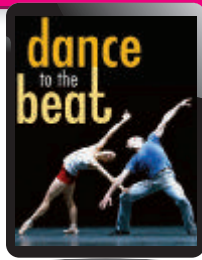
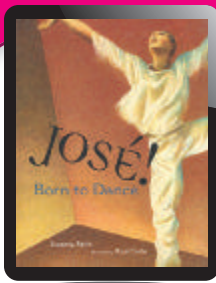
We are the music . . . we are the song . . .

by Nikki Giovanni

Write a **Dance Poem**

How do you dance? Does your body feel like it is hauling a ton of bricks? Are your feet stubborn? Do they refuse to move, or do they glide across the floor? How does the music make you feel? Are you mournful or overjoyed? Express your feelings about dance in a poem.





Compare Texts

TEXT TO TEXT

Compare Dance Texts Each poem in “Dance to the Beat” talks about dancing in a different way. Reread each poem carefully. Find one that makes you think of José Limón. Then write a paragraph that explains why this poem reminds you of José Limón. Remember to state your opinion in the beginning. Include text evidence from both pieces to support your opinion.



TEXT TO SELF

Creative Interests José Limón drew, painted, and played piano before discovering dance. Write a paragraph about *your* main creative interest. Explain why you enjoy that activity.



TEXT TO WORLD

The World of Dance There are many different styles of dance, such as ballroom, ballet, tap, and jazz. With a partner, use online sources or reference texts to make a list of dance styles. Then write a brief description of one dance style.

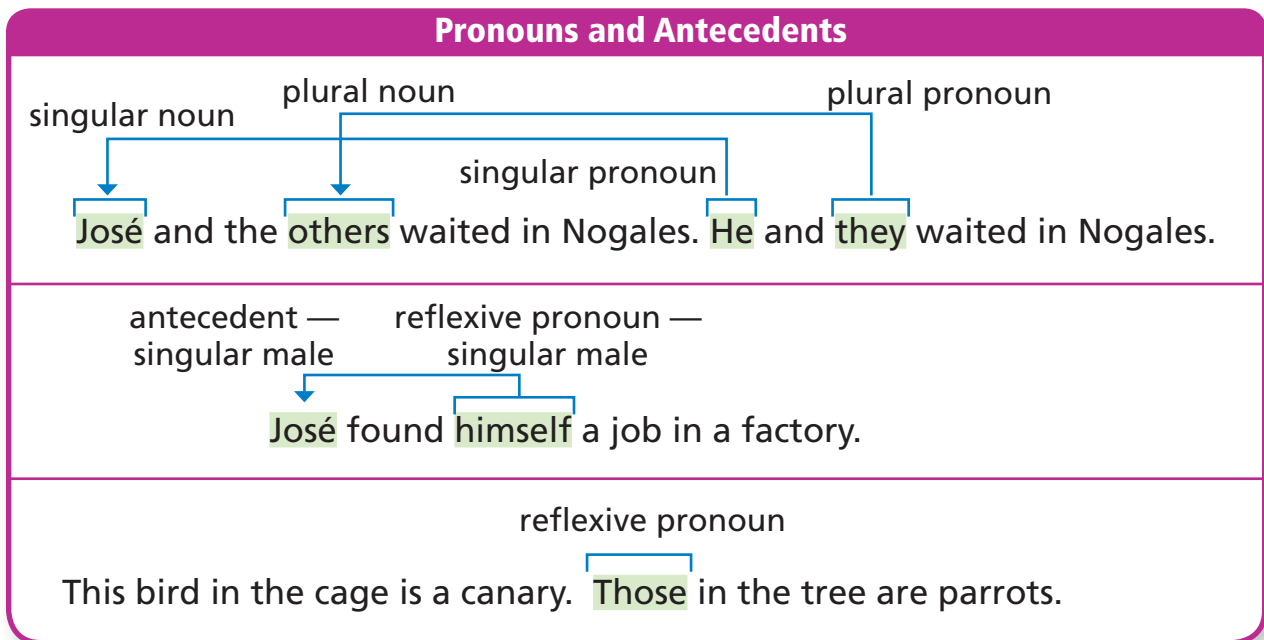


W.4.1b provide reasons supported by facts and details; **W.4.2a** introduce a topic and group related information/include formatting, illustrations, and multimedia; **W.4.8** recall information from experiences or gather information from print and digital sources/take notes, categorize information, and provide a list of sources

Grammar



What Is a Pronoun? A **pronoun** is a word, such as *he* or *they*, that takes the place of one or more nouns. An **antecedent** is the noun or nouns that the pronoun replaces. A pronoun should agree with its antecedent in number and gender. A **reflexive pronoun's** antecedent is the subject of the sentence. It ends with *-self* or *-selves*. *This*, *that*, *these*, and *those* are **demonstrative pronouns**. *This* is used to talk about one thing that is nearby. *That* is for one thing that is far away. *These* and *those* are for more than one thing.



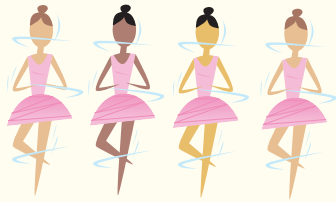
Try This!

With a partner, find the pronoun and antecedent in each sentence. Is the pronoun reflexive? Is it demonstrative?

- 1 José made himself a promise in New York.
- 2 Charlotte pleased José when she invited him to a show.
- 3 This dancer lit a fire in José's soul.

To make your writing flow smoothly, you can use pronouns to help combine sentences. If two choppy sentences tell about the same noun, try replacing one of the nouns with a pronoun. Then you can combine the two sentences without repeating the noun.

Separate Sentences



The ballet dancers twirled.



The ballet dancers raised their arms above their heads.

Complex Sentence



When the ballet dancers twirled, they raised their arms above their heads.

Separate sentences: Michael twisted his body.
Then Michael jumped into the air.

Complex Sentence: After Michael twisted his body, he jumped into the air.



Connect Grammar to Writing

As you revise your explanatory essay, look for short, choppy sentences that repeat a noun. Try combining these sentences and replacing the noun with a pronoun.



W.4.2a introduce a topic and group related information/include formatting, illustrations, and multimedia; **W.4.2b** develop the topic with facts, definitions, details, quotations, or other information and examples; **W.4.2d** use precise language and domain-specific vocabulary; **W.4.2e** provide a concluding statement or section; **L.4.3a** choose words and phrases to convey ideas precisely

Informative Writing

Reading-Writing Workshop: Revise

Word Choice When you are asked to explain something, always remember that you should use precise language and concrete details. As you revise your explanatory essay, look for places where you can use specific words and phrases to better explain your topic.

Trudy drafted her essay to include facts and details to clearly explain how to care for canaries. Later, she added a beginning sentence to get her readers' attention. Use the Writing Process Checklist as you revise your own writing.



Revised Draft

Have you ever considered having a canary as a pet?

These small, gentle birds are famous for their beautiful singing voices. ^{They are also} ~~It is also~~ easy to care for and make great companions.

According to World Book Online, canaries are one of the most popular kinds of birds that people choose as pets.

Many people love their colors, ranging from pale yellow to bright yellow or green.



Writing Process Checklist

Prewrite

Draft

▶ Revise

- Do I have an introduction, body, and conclusion?
- Does my essay address my audience and purpose?
- Does my introduction get my readers' attention?
- Do I provide facts and details as support?

Edit

Publish and Share

Caring for Pet Canaries

by Trudy Delgado

Have you ever considered having a canary as a pet? These small, gentle birds are famous for their beautiful singing voices. They are also easy to care for and make great companions.

According to World Book Online, canaries are one of the most popular kinds of birds that people choose as pets. Many people love their colors, ranging from pale yellow to bright yellow or green. If the canaries are fed red peppers, they tend to be bright orange.

One kind of canary, called a roller, produces a long, rolling musical sound. Other kinds of canaries are named for the different sounds they produce or for their unusual appearance. French canaries are covered with curly feathers.

When they are happy, canaries will produce some new songs and can live as long as ten years or more. Cages should be cleaned regularly. In addition, they need water for drinking and bathing as well as canary seed and greens to eat.

Many people have canaries as pets because they enjoy the birds' songs and cheerful personalities. Their tiny size, easy care, and gentleness can make them ideal pets.

Reading as a Writer

Why did Trudy need to add a sentence at the beginning?
What will you say at the beginning of your explanation?

I used a question to get my reader's attention. I used concrete details to clearly explain my topic.

