

Vocabulary in Context



✓ TARGET VOCABULARY

alarmed

reacted

convey

daring

luminous

awe

indescribable

extraordinary

fade

conferring

Vocabulary
Reader

Context
Cards



1 alarmed

The young girl was **alarmed**, or scared, by what she heard on the radio.



2 reacted

The couple's favorite song came on the radio. They **reacted** with smiles.



3 convey

The crowd cheered to **convey** its support for the team.



4 daring

Only a **daring** person can be a mountain climber. She must be very brave.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you learn the meanings of these words.

5 **luminous**

On a clear night, a full moon is **luminous**. It is very bright in the sky.



6 **awe**

The couple was in **awe** at what they were seeing. They were shocked!



7 **indescribable**

What the man saw was **indescribable**. He could not put it into words.



8 **extraordinary**

The boy watched as the basketball player made an **extraordinary**, or amazing, shot.



9 **fade**

The music on the radio began to **fade** as it became quieter and quieter.



10 **conferring**

The TV reporter is **conferring** with the police to discuss the details of the accident.





Read and Comprehend



✓ TARGET SKILL

Story Structure As you read “Invasion from Mars,” ask yourself what the most important parts of the story are. Look for text evidence that helps you picture the **setting**, or where and when the story takes place. Keep track of new **characters** as they are introduced, and pay careful attention to what the characters do, think, and say. Pay attention to the **plot**, or what happens. Use a graphic organizer like the one below to help you.

Characters • •	Setting • •
Plot • • •	

✓ TARGET STRATEGY

Infer/Predict When you **infer**, you try to figure out something that is not directly stated in the text. Use text evidence from the radio commentary to help you infer what is happening and to **predict** what might happen next.

PREVIEW THE TOPIC

Performance Arts

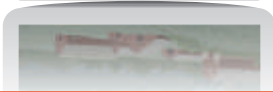
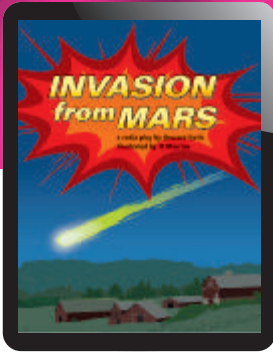
The performance arts include dancing, singing, acting, playing musical instruments, and reading stories in front of an audience. Often people go to a theater or concert hall to see performances, but radio and television carry live and recorded performances, too.

One of the most famous radio performances in history was a live broadcast of a science-fiction drama based on a book called *The War of the Worlds*. You are about to read an excerpt, or a part, of that famous performance. You'll find out why it shocked America.



Lesson 6

ANCHOR TEXT



✓ TARGET VOCABULARY

Story Structure Explain the elements that make up the story. Identify the characters, setting, and plot events.

✓ GENRE

A **play** is a story that can be performed for an audience. As you read, look for:

- ▶ text that consists mainly of dialogue
- ▶ characters' actions and feelings shown through dialogue
- ▶ stage directions



RL.4.3 describe a character, setting, or event, drawing on details; **RL.4.5** explain major differences between poems, drama, and prose/ refer to their structural elements; **RL.4.10** read and comprehend literature; **L.4.3c** differentiate contexts that call for formal English and informal discourse

MEET THE AUTHOR

Howard Koch

Howard Koch began his career as a lawyer, but he quickly discovered that the profession didn't provide him the kind of creative outlet he wanted. He first started writing plays for theater, and soon Orson Welles hired Howard to rewrite classic and modern literature for radio plays. Later, Howard would move to Hollywood, where he would write the screenplay for one of the most famous movies of all time, *Casablanca*.

MEET THE ILLUSTRATOR

JT Morrow

JT Morrow grew up in a small town in Tennessee. As a kid, he drew constantly and fell in love with all styles of art. "I like my work to be an explosion of color," JT says, and he brings that love of color to all his pieces. Today, JT draws and paints in many different styles, often parodying well-known classics.



INVASION *from* **MARS**

a radio play by Howard Koch
illustrated by JT Morrow

ESSENTIAL QUESTION

How are performances similar to and different from written stories?

On the night of October 30, 1938, Orson Welles and the Mercury Theater Company broadcast the radio play *Invasion from Mars*, adapted from the novel *The War of the Worlds* by H. G. Wells. Listeners who tuned in after the broadcast began were **alarmed** by what they heard. In this scene from the play, newsman Carl Phillips is broadcasting live from the New Jersey farm where a strange metal cylinder has crash-landed. How would you have **reacted** to hearing these words on your radio?

Phillips: Well, I've never seen anything like it. The color is sort of yellowish-white. Curious spectators now are pressing close to the object in spite of the efforts of the police to keep them back. They're getting in front of my line of vision. Would you mind standing on one side, please?

Policeman: One side, there, one side.



Phillips: While the policemen are pushing the crowd back, here's Mr. Wilmuth, owner of the farm here. He may have some interesting facts to add. . . . Mr. Wilmuth, would you please tell the radio audience as much as you remember of this rather unusual visitor that dropped in your backyard? Step closer, please. Ladies and gentlemen, this is Mr. Wilmuth.

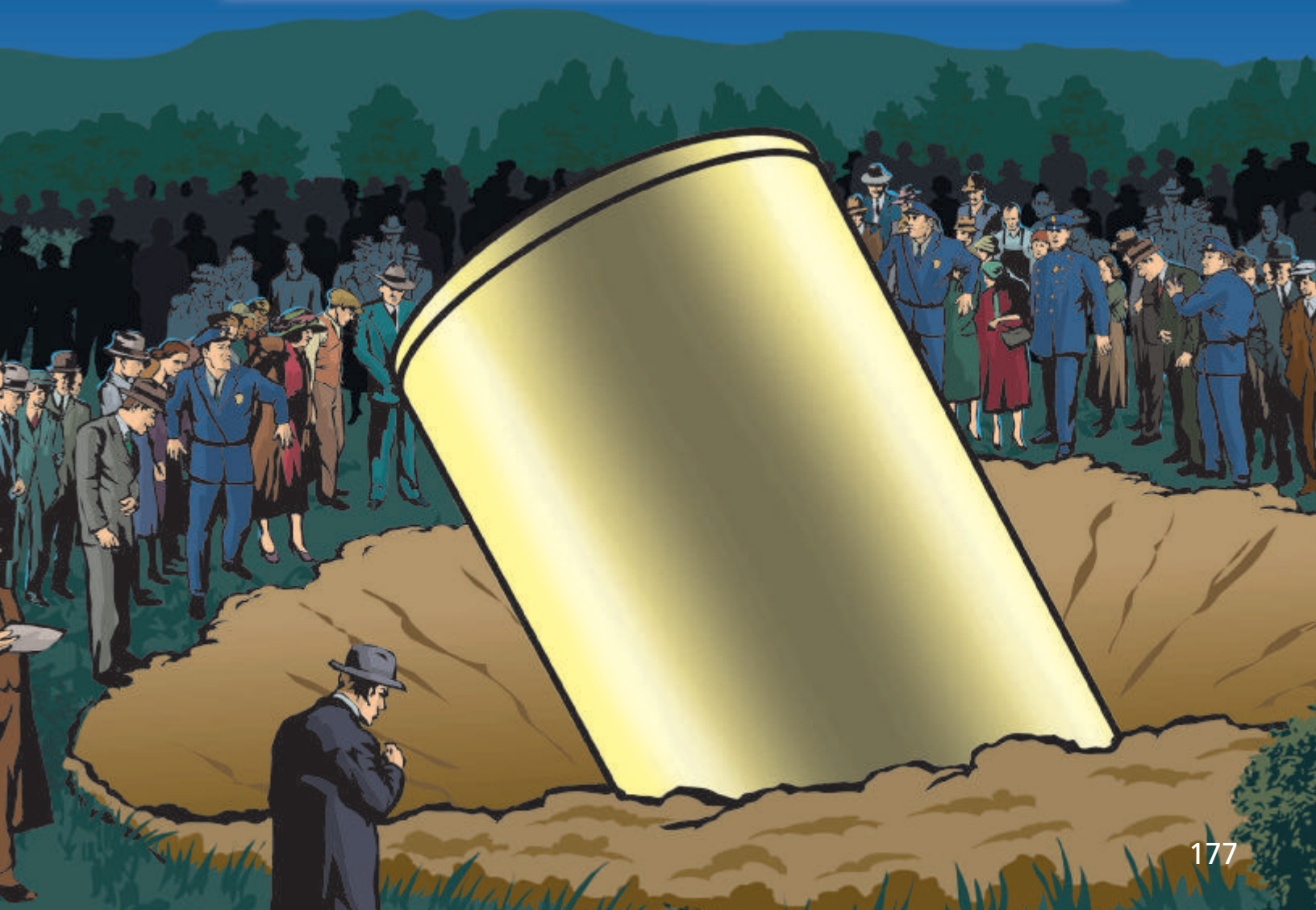
Wilmuth: I was listenin' to the radio.

Phillips: Closer and louder, please.

Wilmuth: Pardon me!

Phillips: Louder, please, and closer.

Wilmuth: Yes, sir—while I was listening to the radio and kinda drowsin', that Professor fellow was talkin' about Mars, so I was half dozin' and half . . .



Phillips: Yes, Mr. Wilmuth. Then what happened?

Wilmuth: As I was sayin', I was listenin' to the radio kinda halfway . . .

Phillips: Yes, Mr. Wilmuth, and then you saw something?

Wilmuth: Not first off. I heard something.

Phillips: And what did you hear?

Wilmuth: A hissing sound. Like this: ssssssss . . . kinda like a fourt' of July rocket.

Phillips: Then what?



Wilmuth: Turned my head out the window and would have swore I was to sleep and dreamin'.

Phillips: Yes?

Wilmuth: I seen a kinda greenish streak and then zingo! Somethin' smacked the ground. Knocked me clear out of my chair!

Phillips: Well, were you frightened, Mr. Wilmuth?

Wilmuth: Well, I — I ain't quite sure. I reckon I — I was kinda riled.

Phillips: Thank you, Mr. Wilmuth. Thank you.

Wilmuth: Want me to tell you some more?

Phillips: No . . . That's quite all right, that's plenty.

ANALYZE THE TEXT

Formal and Informal Language

Would you describe Carl Phillips's language use as formal or informal? Why? How does his language compare with how Mr. Wilmuth talks?

Phillips: Ladies and gentlemen, you've just heard Mr. Wilmuth, owner of the farm where this thing has fallen. I wish I could **convey** the atmosphere . . . the background of this . . . fantastic scene. Hundreds of cars are parked in a field in back of us. Police are trying to rope off the roadway leading into the farm. But it's no use. They're breaking right through. Their headlights throw an enormous spot on the pit where the object's half buried. Some of the more **daring** souls are venturing near the edge. Their silhouettes stand out against the metal sheen.

(Faint humming sound)

One man wants to touch the thing . . . he's having an argument with a policeman. The policeman wins. . . . Now, ladies and gentlemen, there's something I haven't mentioned in all this excitement, but it's becoming more distinct. Perhaps you've caught it already on your radio. Listen: *(Long pause)* . . .



Do you hear it? It's a curious humming sound that seems to come from inside the object. I'll move the microphone nearer. Here. *(Pause)* Now we're not more than twenty-five feet away. Can you hear it now? Oh, Professor Pierson!

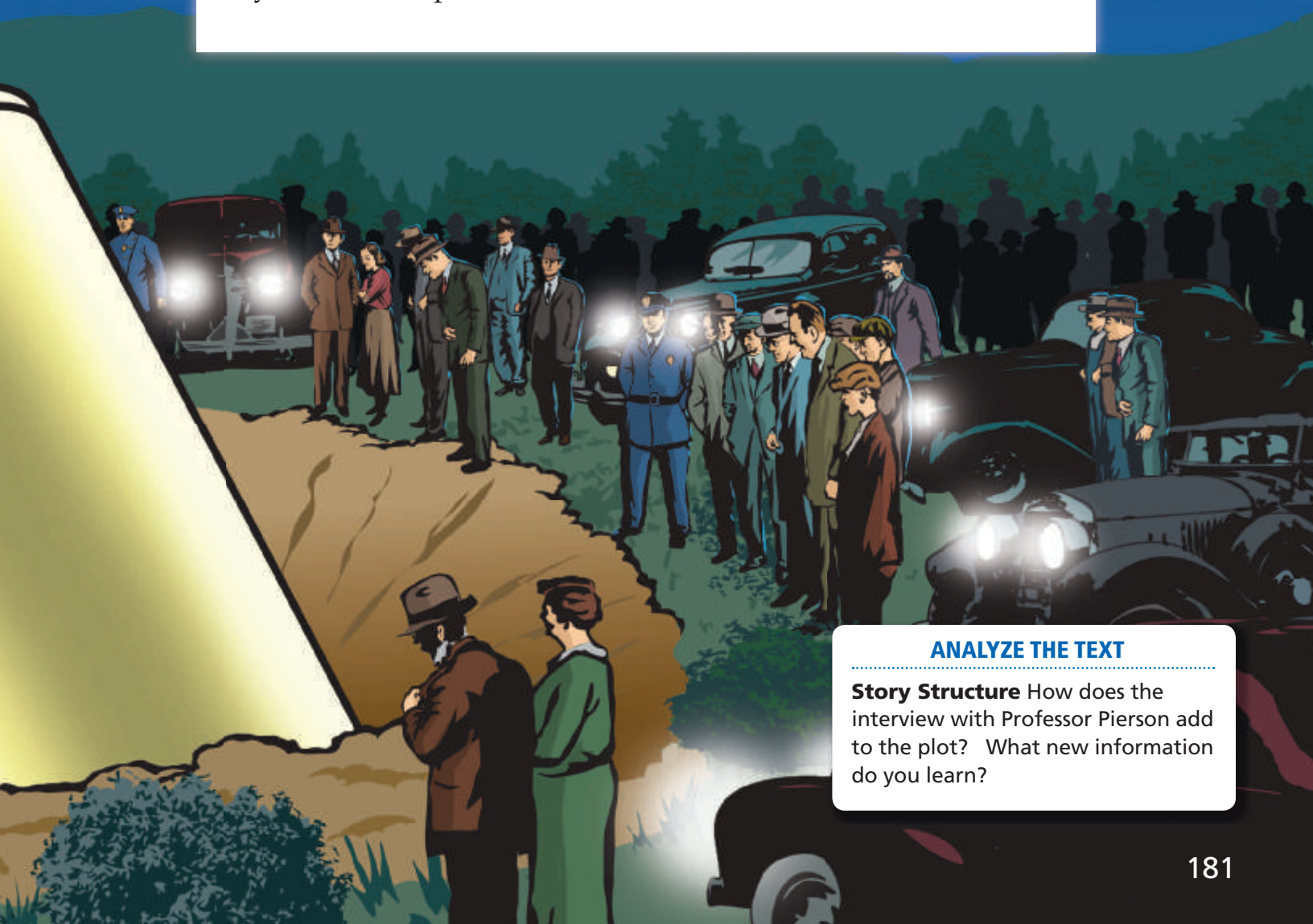
Pierson: Yes, Mr. Phillips?

Phillips: Can you tell us the meaning of that scraping noise inside the thing?

Pierson: Possibly the unequal cooling of its surface.

Phillips: Do you still think it's a meteor, Professor?

Pierson: I don't know what to think. The metal casing is definitely extraterrestrial . . . not found on this earth. Friction with the earth's atmosphere usually tears holes in a meteorite. This thing is smooth and, as you can see, of cylindrical shape.



ANALYZE THE TEXT

Story Structure How does the interview with Professor Pierson add to the plot? What new information do you learn?



Phillips: Just a minute! Something's happening! Ladies and gentlemen, this is terrific! This end of the thing is beginning to flake off! The top is beginning to rotate like a screw! The thing must be hollow!

Voices: She's a movin'!

Look, the darn thing's unscrewing!

Keep back, there! Keep back, I tell you!

Maybe there's men in it trying to escape!

It's red hot, they'll burn to a cinder!

Keep back there. Keep those idiots back!

(Suddenly the clanking sound of a huge piece of falling metal)

Voices: She's off! The top's loose!

Look out there! Stand back!

Phillips: Ladies and gentlemen, this is the most terrifying thing I have ever witnessed . . . Wait a minute! *Someone's crawling out of the hollow top.* Someone or . . . something. I can see peering out of that black hole two **luminous** disks . . . are they eyes? It might be a face. It might be . . .

*(Shout of **awe** from the crowd)*

Phillips: Good heavens, something's wriggling out of the shadow like a gray snake. Now it's another one, and another. They look like tentacles to me. There, I can see the thing's body. It's large as a bear and it glistens like wet leather. But that face. It . . . it's **indescribable**. I can hardly force myself to keep looking at it. The eyes are black and gleam like a serpent. The mouth is V-shaped with saliva dripping from its rimless lips that seem to quiver and pulsate. The monster or whatever it is can hardly move. It seems weighed down by . . . possibly gravity or something. The thing's raising up. The crowd falls back. They've seen enough. This is the most **extraordinary** experience. I can't find words . . . I'm pulling this microphone with me as I talk. I'll have to stop the description until I've taken a new position. Hold on, will you please, I'll be back in a minute.

*(**Fade** into piano)*

ANALYZE THE TEXT

Elements of Drama What is the purpose of the stage directions in the text? How might they affect how the actors read the play?





Announcer Two: We are bringing you an eyewitness account of what's happening on the Wilmuth farm, Grovers Mill, New Jersey. *(More piano)* We now return you to Carl Phillips at Grovers Mill.

Phillips: Ladies and gentlemen (Am I on?). Ladies and gentlemen, here I am, back of a stone wall that adjoins Mr. Wilmuth's garden. From here I get a sweep of the whole scene. I'll give you every detail as long as I can talk. As long as I can see. More state police have arrived. They're drawing up a cordon in front of the pit, about thirty of them. No need to push the crowd back now. They're willing to keep their distance. The captain is **conferring** with someone. We can't quite see who. Oh yes, I believe it's Professor Pierson. Yes, it is. Now they've parted. The professor moves around one side, studying the object, while the captain and two policemen advance with something in their hands. I can see it now. It's a white handkerchief tied to a pole . . . a flag of truce. If those creatures know what that means . . . what anything means! . . . *Wait!* Something's happening!

(Hissing sound followed by a humming that increases in intensity)

A humped shape is rising out of the pit. I can make out a small beam of light against a mirror. What's that? There's a jet of flame springing from that mirror, and it leaps right at the advancing men. It strikes them head on! Good Lord, they're turning into flame!

(Screams and unearthly shrieks)

Now the whole field's caught fire. *(Explosion)* The woods . . . the barns . . . the gas tanks of automobiles . . . it's spreading everywhere. It's coming this way. About twenty yards to my right . . .

(Crash of microphone . . . then dead silence)



Dig Deeper



How to Analyze the Text

Use these pages to learn about Story Structure, Elements of Drama, and Formal and Informal Language. Then read “Invasion from Mars” again to apply what you learned.

Story Structure

A **story’s structure** is made up of its characters, setting, and plot. The **characters** are the people and other creatures involved in the story. The **setting** is where and when the story takes place. The **plot** is what happens in the story. It is made up of a series of events.

Look for text evidence to help you understand and describe characters, setting, and plot events. For example, in the beginning of “Invasion from Mars,” the radio host introduces Mr. Wilmuth as “the owner of the farm here.” This clue tells you that the story takes place on a farm. Details and evidence such as the picture of the old-fashioned radio and the date in the introduction tell you that the story takes place in 1938.

What details and text evidence can you find to help you describe the characters and plot events?

Characters	Setting
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Plot	
<ul style="list-style-type: none"> • • • 	



RL.4.3 describe a character, setting, or event, drawing on details; **RL.4.5** explain major differences between poems, drama, and prose/refer to their structural elements; **RL.4.7** make connections between the text and a visual or oral presentation of it; **L.4.3.c** differentiate contexts that call for formal English and informal discourse



Elements of Drama

Reading a drama is a different experience than watching or hearing one. When you listen to a drama, you rely on the narrator's **descriptions** and the characters' **dialogue** to understand the story. Dialogue is what characters say. When you read a drama such as "Invasion from Mars," you see the **stage directions** that describe sound effects and tell actors how to speak and act.



Formal and Informal Language

Just like people in real life, characters in a story use formal or informal language depending on the situation and their background. Professor Pierson uses **formal language**. He speaks in complete sentences and uses some specialized science words. He does not use slang expressions, such as *kinda* or *zingo*. Professor Pierson's use of formal language makes him sound like an expert on science.



Your Turn



RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Review the selection with a partner to prepare to discuss this question: *How are performances similar to and different from written stories?* As you discuss, take turns reviewing and explaining your ideas using text evidence from "Invasion from Mars."



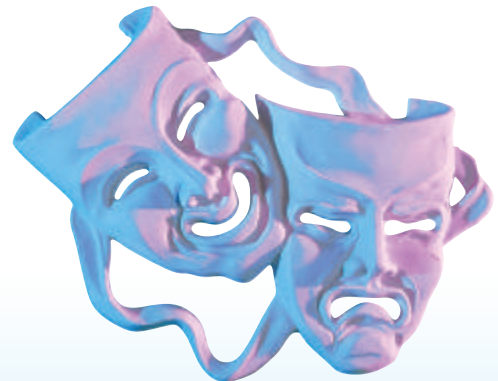
Classroom Conversation

Continue your discussion of "Invasion from Mars" by explaining your answers with text evidence:

- 1 Do you think Carl Phillips is scared by the object?
- 2 How do the descriptions of sounds contribute to the play?
- 3 Do you think it was wrong to deliberately scare listeners, or was the radio broadcast just entertainment? Explain.

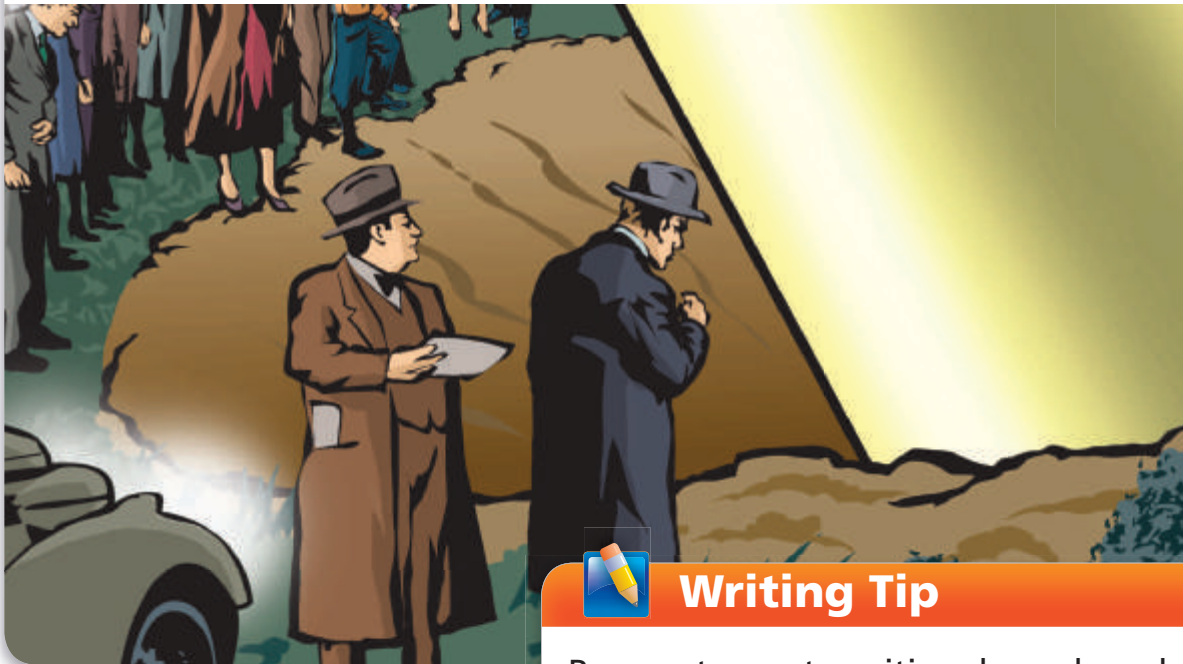
ACT IT OUT

Readers' Theater In a small group, choose one scene. Select a director and choose roles. Take time to rehearse, and make sure your performance matches the dialogue and stage directions. Then perform the scene for the class. Discuss how your performance differed from the print version of the story.



WRITE ABOUT READING

Response In the play “Invasion from Mars,” a reporter describes events to the radio audience as they happen. Imagine you heard the broadcast. Summarize the story in one or two paragraphs. Be sure to set the scene and to tell the events in order. Remember to provide a conclusion for your summary.



Writing Tip

Be sure to use transitional words and phrases to show the sequence of events. Use a variety of sentence types to keep your writing interesting.



RL.4.2 determine theme from details/summarize; **RL.4.5** explain major differences between poems, drama, and prose/refer to their structural elements; **RL.4.7** make connections between the text and a visual or oral presentation of it; **W.4.9a** apply grade 4 Reading standards to literature; **SL.4.3** identify reasons and evidence a speaker provides to support points

Lesson 6

INFORMATIONAL TEXT



✓ GENRE

Informational text, such as this article, gives information about a topic. The information can be organized under headings. Informational text often includes photographs.

✓ TEXT FOCUS

Historical text is a kind of informational text that tells about a topic in history. It is usually told in sequential order with dates as well as transitional words to help readers keep track of events. Historical text often includes a timeline that shows a series of events. What does the timeline in this article show?



RI.4.3 explain events/procedures/ideas/concepts in a text; **RI.4.7** interpret information presented visually, orally, or quantitatively; **RI.4.10** read and comprehend informational texts

The History of RADIO

by Vivian Fernandez

The Beginning of Radio

We can't see them, but radio waves are all around us. In the late 1800s, Guglielmo Marconi used radio waves to send and receive a signal through the air. At first, the signal only went short distances. Marconi kept working, and soon he was sending signals over several miles.

By the early 1900s, people were using radio technology to send and receive messages across oceans. However, these messages were not voices. They had to be sent in Morse code. Then, on December 24, 1906, Reginald Fessenden made the first transmission of speech and music. He had found a way to change the sounds of voices and music into a signal that could be carried by radio waves.





◀ Orson Welles directed and performed in many radio plays.



Radios in the Home

By the 1920s, more and more people had radios at home. Families listened to the radio like we watch television. Many listened to music, but soon radio stations came up with different kinds of programs, which were often broadcast live. Families could listen to the radio to hear music, comedies, and stories. One show was maybe too exciting. On October 30, 1938, Orson Welles presented "The War of the Worlds." Millions of people listened to the radio show about an alien attack, and some believed that what they heard was real.

Another kind of radio drama told stories about families. They were called "soaps." This is because soap makers paid for most of these shows. Saturday mornings and after school were times for children's shows. *Buck Rogers in the Twenty-fifth Century*, *Superman*, and *Popeye* were some children's shows.

The radio was also a way for families to hear about news. On March 12, 1933, President Franklin D. Roosevelt gave the first of his "fireside chats." Later, during World War II, radio stations reported what was happening.

After World War II, people turned away from radio to television. Many radio programs stopped airing. Some shows that had been on the radio, such as *The Lone Ranger*, were now on television.

The Future of Radio

Today, radio has a lot of competition. Besides television and movies, many people turn to the Internet for entertainment and news. Internet radio does not use radio waves, but like radio, you can listen to music and shows anywhere. Regular radio is limited by how far radio signals can reach. In time, we will see if radio survives this new kind of competition.



Many people first heard about the sinking of the *Titanic* over the radio.



Millions of Americans listened to President Roosevelt's "fireside chats" on the radio.

Early Days of Radio





Compare Texts

TEXT TO TEXT

Analyze Radio Based on what you read in “The History of Radio,” does it seem like radio plays such as “Invasion from Mars” were a common form of entertainment in the 1930s? Discuss your ideas with a partner. Use text evidence to support your ideas.



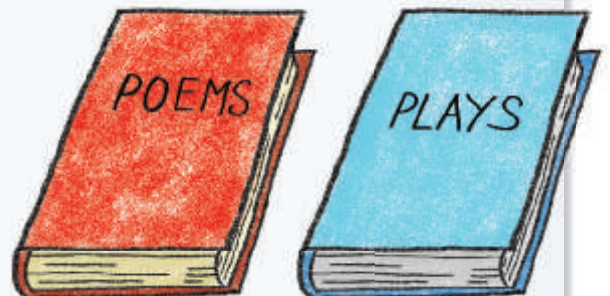
TEXT TO SELF

Analyze Reactions How do you think you might have reacted if you had heard “Invasion from Mars” in its first broadcast? Would you have thought that it was real? Write a paragraph explaining your thoughts.



TEXT TO WORLD

Compare Genres Look back at the play “Invasion from Mars.” How would it have been told as a story? How is a play similar to and different from a written story? How is it similar to and different from a poem? Share your answers with a partner.



RL.4.5 explain major differences between poems, drama, and prose/refer to their structural elements; **RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **W.4.10** write routinely over extended time frames and shorter time frames

Grammar



What Is a Verb? A verb is a word that can show action. When a verb tells what people or things do, it is called an **action verb**. When a verb tells what someone or something is like, it is called a **linking verb**. Most linking verbs are forms of the verb *be*, such as *am*, *is*, *are*, *was*, and *were*.

Action Verb	Linking Verb
Phillips reported from the site.	The people were scared.

A verb may be more than one word. The main verb tells what the action is. The **helping verb** comes before the main verb and tells more about the action. Some helping verbs are *has*, *have*, *had*, *should*, *would*, *could*, *can*, and *may*.

helping verb	main verb	helping verb	main verb
Aliens have landed in a field.		People had gathered in the field.	

Try This!

Work with a partner. Find the sentences with action verbs. Find the sentence with a linking verb. Point out the sentences with a main verb and a helping verb.

- 1 Mr. Wilmuth watched the spaceship.
- 2 The spaceship hatch should open.
- 3 The aliens were scary.
- 4 The aliens have asked for a snack.

You can make your writing clearer and more interesting by choosing stronger verbs.

Sentence with Weak Verb



The alien **came** out of the spaceship.

Sentence with Stronger Verb



The alien **climbed** out of the spaceship.



A crowd **is** in the field.



A crowd **has gathered** in the field.



Connect Grammar to Writing

As you revise your news report, replace weak verbs with stronger, precise verbs to help keep the reader interested and engaged.



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; **L.4.3a** choose words and phrases to convey ideas precisely

Informative Writing

✓ Ideas “Invasion from Mars” is a radio play told in the form of a news report. When you write a news report, use precise language to draw the reader in and explain exactly what happened. Develop your topic by providing facts, concrete details, and examples.



Juan drafted a news report about a memorable night in his town. He added quotations and precise language to help the reader get a sense of the night’s excitement.

Revised Draft

Pierson, FL— ^{at the Pierson Police}
^{Department}
 The ~~police~~ phones began ringing on
 August 12th ^{when bright} ^{streaked across}
^{lights} ~~had been seen in the~~
 night sky.

“I couldn’t believe what I was seeing,”
 said Silvio Garcia, ^{a farmer} “My little boy asked if it
 was an alien invasion.”



Writing Traits Checklist

- ✓ Ideas**
Did I answer *who, what, where, and when*?
- ✓ Organization**
Does the order of my ideas make sense?
- ✓ Word Choice**
Did I use precise language?
- ✓ Voice**
Is my tone appropriate for a news report?
- ✓ Sentence Fluency**
Did I combine sentences to vary their length?
- ✓ Conventions**
Did I use correct spelling and grammar?

Final Copy

Lights in the Sky

by Juan Ramos

Pierson, FL—The phones at the Pierson Police Department began ringing on August 12th when bright lights streaked across the night sky.

“I couldn’t believe what I was seeing,” said Silvio Garcia, a farmer. “My little boy asked if it was an alien invasion.”

The Pierson Police received nearly a dozen calls from alarmed residents reporting Unidentified Flying Objects (UFOs).

Dr. Jorge Santos, an astronomer, says the lights in the sky were not alien spaceships. “It’s the Perseid meteor shower,” he explained. “It happens every August.”

Dr. Santos says there is no reason to be scared. The streaks of light are caused by meteoroids, which are space rocks that burn up in the atmosphere and rarely reach Earth. “Lay back on a blanket, eat some snacks, and enjoy the show,” Santos recommends.

Reading as a Writer

Which words did Juan replace to make his writing clearer? How can you make your news report more effective? What definitions should you add?

In my final paper, I replaced weak and vague words with stronger, more precise words to show my ideas.

I included a definition for *meteoroid*. I also combined two sentences to vary my sentence length.

