Grade 6+

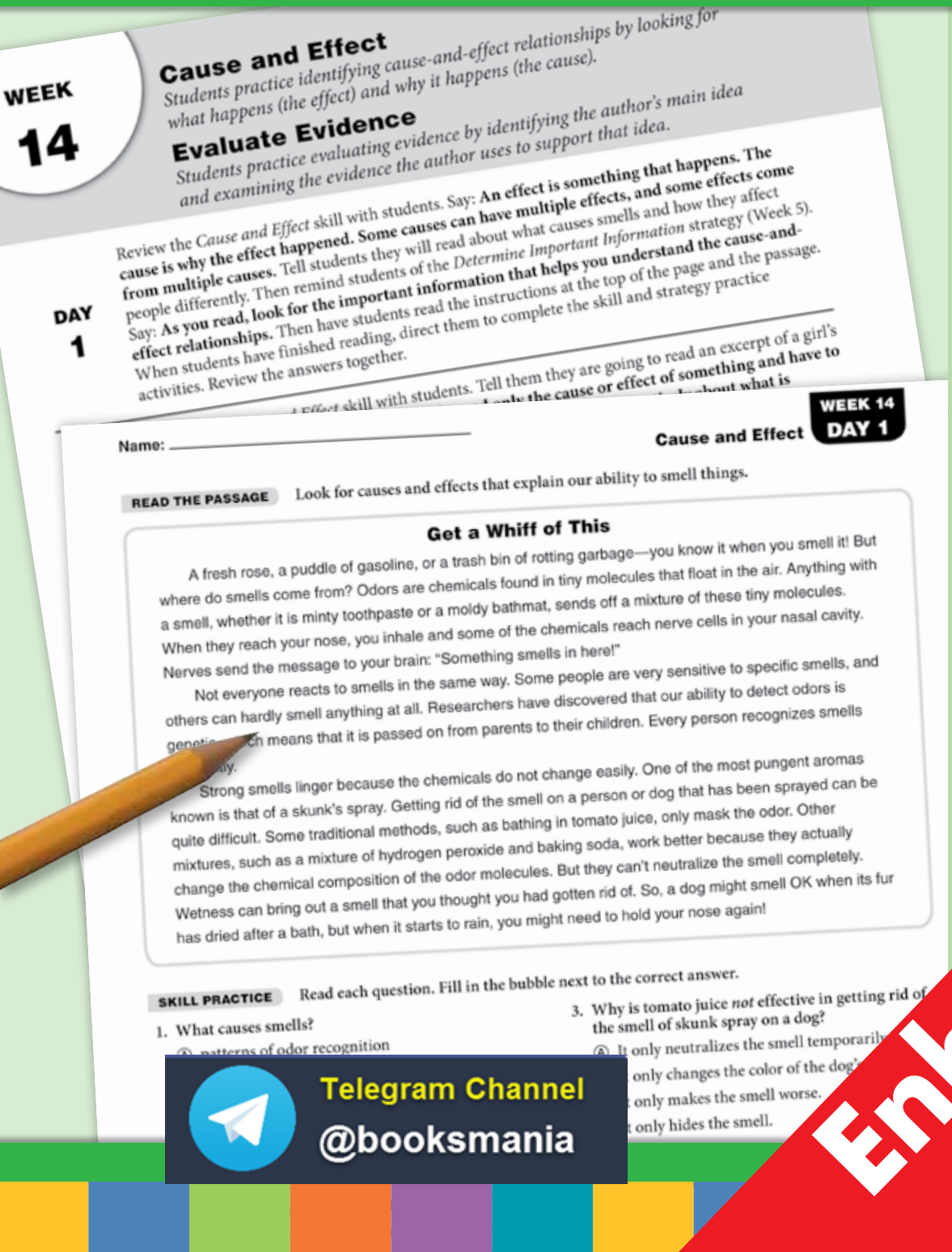
Evan-Moor
EMC 3456

Daily Reading Comprehension

GRADE 6+

Correlated to State Standards

- 150 fiction and nonfiction passages
- 30 weekly units include:
  –teacher lesson plan
  –5 reproducible student pages
- Direct instruction of reading strategies & skills
- Perfect for test prep
- Supports any reading program



WEEK 14

DAY 1

Cause and Effect
Students practice identifying cause-and-effect relationships by looking for what happens (the effect) and why it happens (the cause).

Evaluate Evidence
Students practice evaluating evidence by identifying the author's main idea and examining the evidence the author uses to support that idea.

Review the *Cause and Effect* skill with students. Say: **An effect is something that happens. The cause is why the effect happened. Some causes can have multiple effects, and some effects come from multiple causes.** Tell students they will read about what causes smells and how they affect people differently. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read, look for the important information that helps you understand the cause-and-effect relationships.** Then have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____ Cause and Effect WEEK 14 DAY 1

READ THE PASSAGE Look for causes and effects that explain our ability to smell things.

Get a Whiff of This

A fresh rose, a puddle of gasoline, or a trash bin of rotting garbage—you know it when you smell it! But where do smells come from? Odors are chemicals found in tiny molecules that float in the air. Anything with a smell, whether it is minty toothpaste or a moldy bathmat, sends off a mixture of these tiny molecules. When they reach your nose, you inhale and some of the chemicals reach nerve cells in your nasal cavity. Nerves send the message to your brain: "Something smells in here!"

Not everyone reacts to smells in the same way. Some people are very sensitive to specific smells, and others can hardly smell anything at all. Researchers have discovered that our ability to detect odors is genetic. This means that it is passed on from parents to their children. Every person recognizes smells differently.

Strong smells linger because the chemicals do not change easily. One of the most pungent aromas known is that of a skunk's spray. Getting rid of the smell on a person or dog that has been sprayed can be quite difficult. Some traditional methods, such as bathing in tomato juice, only mask the odor. Other mixtures, such as a mixture of hydrogen peroxide and baking soda, work better because they actually change the chemical composition of the odor molecules. But they can't neutralize the smell completely. Wetness can bring out a smell that you thought you had gotten rid of. So, a dog might smell OK when its fur has dried after a bath, but when it starts to rain, you might need to hold your nose again!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What causes smells?
   patterns of odor recognition

3. Why is tomato juice *not* effective in getting rid of the smell of skunk spray on a dog?
   It only neutralizes the smell temporarily
   only changes the color of the dog's
   only makes the smell worse.
   only hides the smell.

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Daily Reading Comprehension

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Correlated to State Standards

Visit *teaching-standards.com* to view a correlation of this book's activities to your state's standards. This is a free service.

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How to Use *Daily Reading Comprehension*

Daily Reading Comprehension provides a unique integration of instruction and practice in both comprehension strategies and comprehension skills.

Strategies—such as visualizing or asking questions—are general, metacognitive techniques that a reader uses to better understand and engage with the text. **Skills**—such as finding a main idea or identifying a sequence of events—focus on particular text elements that aid comprehension. See page 6 for a complete list of strategies and skills covered in *Daily Reading Comprehension*.

The first six weeks of *Daily Reading Comprehension* introduce students to comprehension strategies they will apply throughout the year. Weeks 7–30 focus on specific skill instruction and practice. All 30 weeks follow the same five-day format, making the teaching and learning process simpler. Follow these steps to conduct the weekly lessons and activities:

STEP 1 The weekly teacher page lists the strategy or skills that students will focus on during that week and provides a brief definition of the strategy or the skills. Read the definition(s) aloud to students each day before they complete the activities, or prompt students to define the skills themselves. You may also wish to reproduce the comprehension strategy and skill definitions on page 8 as a poster for your classroom.

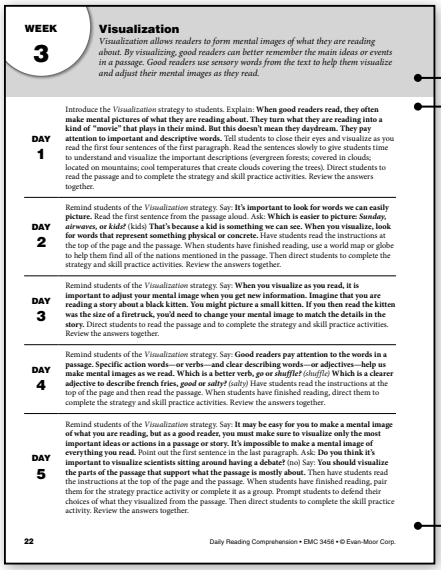
STEP 2 The teacher page provides an instructional path for conducting each day's lesson and activities. Use the tips and suggestions in each day's lesson to present the skills and introduce the passage.

STEP 3 Each student page begins with directions for reading the passage. These directions also serve as a way to establish a purpose for reading. Help students see the connection between setting a purpose for reading and improving comprehension.

STEP 4 Because much of reading comprehension stems from a reader's background knowledge about a subject, take a moment to discuss the topic with students before they read a passage. Introduce unfamiliar phrases or concepts, and encourage students to ask questions about the topic.

STEP 5 After students have read a passage, two comprehension activities give students an opportunity to practice the strategies and skills. In weeks 1–6, the first activity is an open-ended writing or partner activity that encourages students to reflect on the reading process, applying the weekly strategy. The second activity provides four multiple-choice items that practice the week's skills in a test-taking format.

In weeks 7–30, students complete the multiple-choice skill activity before practicing the strategy activity. The teacher page for these weeks offers suggestions for teaching the skills and gives tips for reminding students of the strategy(ies). Throughout the week, use the Student Record Sheet on page 9 to track student progress and to note which skills or strategies a student may need additional practice with.



WEEK 3

Visualization

Visualization allows readers to form mental images of what they are reading about. By visualizing, good readers can better remember the main ideas or events in a passage. Good readers use sensory words from the text to help them visualize and adjust their mental images as they read.

DAY 1 Introduce the *Visualization* strategy to students. Explain: **When good readers read, they often make mental pictures of what they are reading about. They turn what they are reading into a kind of "movie" that plays in their mind. But this doesn't mean they daydream. They pay attention to important and descriptive words.** Tell students to close their eyes and visualize as you read the first four sentences of the first paragraph. Read the sentences slowly to give students time to understand and visualize the important descriptions (evergreen forests; covered in clouds; located on mountains; cool temperatures that create clouds covering the trees). Direct students to read the passage and to complete the strategy and skill practice activities. Review the answers together.

DAY 2 Remind students of the *Visualization* strategy. Say: **It's important to look for words we can easily picture.** Read the first sentence from the passage aloud. Ask: **Which is easier to picture: *Sunday, airwaves,* or *kids*?** (kids) **That's because a kid is something we can see. When you visualize, look for words that represent something physical or concrete.** Have students read the instructions at the top of the page and the passage. When students have finished reading, use a world map or globe to help them find all of the nations mentioned in the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 3 Remind students of the *Visualization* strategy. Say: **When you visualize as you read, it is important to adjust your mental image when you get new information. Imagine that you are reading a story about a black kitten. You might picture a small kitten. If you then read the kitten was the size of a firetruck, you'd need to change your mental image to match the details in the story.** Direct students to read the passage and to complete the strategy and skill practice activities. Review the answers together.

DAY 4 Remind students of the *Visualization* strategy. Say: **Good readers pay attention to the words in a passage. Specific action words—or verbs—and clear describing words—or adjectives—help us make mental images as we read. Which is a better verb, *go* or *shuffle*? (*shuffle*) Which is a clearer adjective to describe french fries, *good* or *salty*?** (*salty*) Have students read the instructions at the top of the page and then read the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 5 Remind students of the *Visualization* strategy. Say: **It may be easy for you to make a mental image of what you are reading, but as a good reader, you must make sure to visualize only the most important ideas or actions in a passage or story. It's impossible to make a mental image of everything you read.** Point out the first sentence in the last paragraph. Ask: **Do you think it's important to visualize scientists sitting around having a debate?** (no) Say: **You should visualize the parts of the passage that support what the passage is mostly about.** Then have students read the instructions at the top of the page and the passage. When students have finished reading, pair them for the strategy practice activity or complete it as a group. Prompt students to defend their choices of what they visualized from the passage. Then direct students to complete the skill practice activity. Review the answers together.

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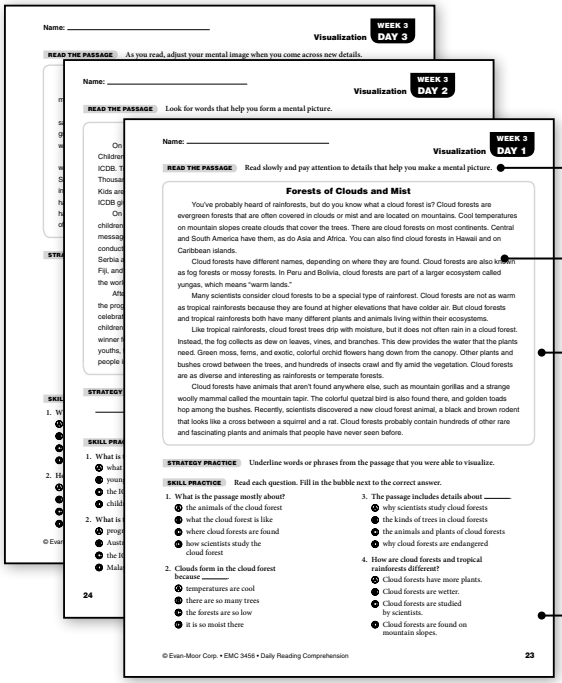
Weekly Teacher Page

Weekly skills are explained at the top of each teacher page.

The daily instruction path provides suggestions for modeling the skill and guiding students through the passage and activities.



Name: _____ Visualization WEEK 3 DAY 1

READ THE PASSAGE Read slowly and pay attention to details that help you make a mental picture.

Forests of Clouds and Mist

You've probably heard of rainforests, but do you know what a cloud forest is? Cloud forests are evergreen forests that are often covered in clouds or mist and are located on mountains. Cool temperatures on mountain slopes create clouds that cover the trees. There are cloud forests on most continents. Central and South America have them, as do Asia and Africa. You can also find cloud forests in Hawaii and on Caribbean islands.

Cloud forests have different names, depending on where they are found. Cloud forests are also known as fog forests or mossy forests. In Peru and Bolivia, cloud forests are part of a larger ecosystem called yungas, which means "warm lands."

Many scientists consider cloud forests to be a special type of rainforest. Cloud forests are not as warm as tropical rainforests because they are found at higher elevations that have colder air. But cloud forests and tropical rainforests both have many different plants and animals living within their ecosystems.

Like tropical rainforests, cloud forest trees drip with moisture, but it does not often rain in a cloud forest. Instead, the fog collects as dew on leaves, vines, and branches. This dew provides the water that the plants need. Green moss, ferns, and exotic, colorful orchid flowers hang down from the canopy. Other plants and bushes crowd between the trees, and hundreds of insects crawl and fly amid the vegetation. Cloud forests are as diverse and interesting as rainforests or temperate forests.

Cloud forests have animals that aren't found anywhere else, such as mountain gorillas and a strange woolly mammal called the mountain tapir. The colorful quetzal bird is also found there, and golden toads hop among the bushes. Recently, scientists discovered a new cloud forest animal, a black and brown rodent that looks like a cross between a squirrel and a rat. Cloud forests probably contain hundreds of other rare and fascinating plants and animals that people have never seen before.

STRATEGY PRACTICE Underline words or phrases from the passage that you were able to visualize.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What is the passage mostly about?
   - Ⓐ the animals of the cloud forest
   - Ⓑ what the cloud forest is like
   - Ⓒ where cloud forests are found
   - Ⓓ how scientists study the cloud forest
2. Clouds form in the cloud forest because _____
   - Ⓐ temperatures are cool
   - Ⓑ there are so many trees
   - Ⓒ the forests are so low
   - Ⓓ it is so moist there
3. The passage includes details about _____
   - Ⓐ why scientists study cloud forests
   - Ⓑ the kinds of trees in cloud forests
   - Ⓒ the animals and plants of cloud forests
   - Ⓓ why cloud forests are endangered
4. How are cloud forests and tropical rainforests different?
   - Ⓐ Cloud forests have more plants.
   - Ⓑ Cloud forests are wetter.
   - Ⓒ Cloud forests are studied by scientists.
   - Ⓓ Cloud forests are found on mountain slopes.

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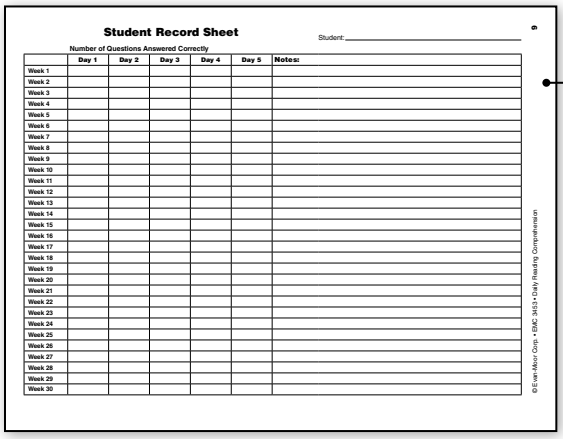
Daily Student Pages

Activity directions help students establish a purpose for reading.

Grade-appropriate text supports comprehension.

Each passage is followed by four multiple-choice items, practicing specific comprehension skills, as well as an open-ended, strategy-based activity. In weeks 1–6, the strategy activity precedes the skill activity.



Student Record Sheet

Student: _____

Number of Questions Answered Correctly

	Day 1	Day 2	Day 3	Day 4	Day 5	Notes:
Week 1						
Week 2						
Week 3						
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Week 30						

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Student Record Sheet

The record sheet allows you to record students' progress and identify areas in which individuals need improvement.

Comprehension Strategies and Skills

In *Daily Reading Comprehension*, students learn and practice the following commonly tested comprehension strategies and skills, all proven to increase students' abilities to read and understand a wide range of text types. You may also wish to post or distribute copies of page 8, which provides a student-friendly list of skills and helpful questions that students can ask themselves as they read.

Strategies

Make Connections
Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

Visualization
Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

Organization
Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author's central message or important ideas.

Determine Important Information
Students learn to categorize information based on whether or not it supports an author's central message or is important for a specific purpose.

Ask Questions
Students learn to ask questions before reading to set a purpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

Monitor Comprehension
Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

Skills

Main Idea and Details
Students identify what a passage is mostly about and find important details that support the main idea.

Sequence
Students look for the order in which things happen or identify the steps in a process.

(Skills, continued)

Cause and Effect
Students identify what happens (effect) and why it happens (cause).

Evaluate Evidence
Students study an author's claims and the evidence that the author gives to support those claims.

Compare and Contrast
Students note how two or more people or things are alike and different.

Make Inferences
Students use their background knowledge and clues from the text to infer information.

Character and Setting
Students identify who or what a story is about and where and when the story takes place.

Theme
Students look for the moral or lesson in a fiction story or an author's view about the world in nonfiction.

Author's Purpose
Students determine why an author wrote a passage and whether the purpose is to entertain, to inform, to persuade, or to teach.

Prediction
Students use their background knowledge and clues from the text to figure out what will happen next.

Nonfiction Text Features
Students study features that are not part of the main body of text, including subheadings, captions, entry words, and titles.

Visual Information
Students study pictures, charts, graphs, and other forms of visual information.

Scope and Sequence

	Comprehension Strategies						Comprehension Skills											
	Monitor Comprehension	Make Connections	Visualization	Organization	Determine Important Information	Ask Questions	Main Idea and Details	Sequence	Cause and Effect	Evaluate Evidence	Compare and Contrast	Make Inferences	Prediction	Theme	Character and Setting	Author's Purpose	Nonfiction Text Features	Visual Information
Week 1	●						●						●					●
Week 2		●										●		●	●			
Week 3			●				●		●		●							
Week 4				●				●	●	●								
Week 5					●					●							●	●
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Week 30				●	●												●	●

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How to Be a Good Reader

Ask yourself these questions to help you understand what you read:

Main Idea and Details	What is the story mostly about? What tells me more about the main idea?
Sequence	What happens first, next, and last? What are the steps to do something?
Cause and Effect	What happens? (the effect) Why did it happen? (the cause)
Evaluate Evidence	What claims is the author making? What evidence supports these claims?
Compare and Contrast	How are these people or things the same? How are these people or things different?
Make Inferences	What clues does the story give? What do I know already that will help?
Prediction	What clues does the story give? What do I know already that will help? What will happen next?
Character and Setting	Who or what is the story about? Where and when does the story take place?
Theme	What lesson does this story teach? How does the author feel about this topic?
Author's Purpose	Does the story entertain, inform, try to persuade me, or teach me how to do something?
Nonfiction Text Features	What kind of text am I reading? What does it tell me?
Visual Information	Is there a picture, chart, or graph? What does it tell me?

Student Record Sheet

Student: _____

Number of Questions Answered Correctly

	Day 1	Day 2	Day 3	Day 4	Day 5	Notes:
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WEEK 1

Monitor Comprehension

When students monitor their comprehension, they keep track of how well they understand the material and identify when their understanding breaks down. Related activities include asking questions, taking notes, and paraphrasing what has been read.

DAY 1

Build background by defining what an *autopsy* is (examination of a dead body) and explaining when the practices discussed in the passage took place (c. 2500 BC). Have students read the passage independently, and then introduce the *Monitor Comprehension* strategy. Explain: **Good readers monitor their comprehension by paying attention to how well they understand what they are reading.** Model the strategy: **As I was reading, I realized I didn't understand exactly who Edwin Smith was. I reread that part of the passage slowly and figured out he was a man who bought antiques.** Direct students to complete the strategy practice activity, and then have them share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Monitor Comprehension* strategy, and point out the instructions at the top of the page. Ask: **How would pausing after each paragraph help me monitor comprehension?** (It gives you a chance to think about the paragraph to make sure you understand it.) When students have finished reading the passage, model the strategy: **I didn't understand what the author meant when she said Isadore spent his time streaming world music. I reread and figured out that it meant Isadore used the Internet to listen to music on his computer.** After students complete the strategy practice activity, have them share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the *Monitor Comprehension* strategy. Then build background by helping students pronounce words they may find difficult and explaining more about the Mayan culture and civilization, if necessary. When students have finished reading, direct them to complete the strategy practice activity. Ask volunteers to share their responses, and discuss their answers as a group. Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the *Monitor Comprehension* strategy, and build background by pointing out on a map where the different places mentioned in the passage are located. When students have finished reading, explain: **One good way to monitor our comprehension is to recall the main idea of each paragraph.** Assign students or small groups different paragraphs to focus on as they complete the strategy practice activity. Ask volunteers to share their responses and discuss how recalling the main idea helped them understand the paragraph better. For the skill practice activity, direct students to answer the items independently. Review the answers as a group.

DAY 5

Remind students of the *Monitor Comprehension* strategy. Then point out the timeline on the page and say: **Sometimes a passage will have a visual element, such as a timeline, that accompanies it. It's important that we understand both the main passage and the timeline.** When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Read slowly. Reread any section you do not understand.

Medical Practices in Ancient Egypt

Learning from the Dead

To find out why people have died, today's medical examiners perform autopsies (AW-top-seez). They cut open the body and study its parts. Ancient Egyptians also performed autopsies to help understand causes of death. In addition, autopsies helped ancient Egyptians study the human body. By comparing the hearts of people who were different ages, for example, Egyptians could determine what a young, healthy heart was supposed to look like.

Keeping a Written Record

The Egyptians not only studied the human body, but they also kept detailed records of what they discovered. They wrote and drew their observations on papyrus, a form of paper. The papyrus records became the medical textbooks of that time. Their observations allowed Egyptian doctors to share their knowledge, including how to treat various diseases.

Edwin Smith Papyrus

In 1862, an American named Edwin Smith purchased a medical papyrus in Luxor, Egypt. Smith was not a medical expert, but he knew a lot about old documents. He knew that what he had found was valuable. The papyrus turned out to be an ancient textbook on surgery. The papyrus was probably written around 1600 BC, but it was based on information from a thousand years before that. The papyrus presents the information as case studies, including an analysis of how patients survived or died.

STRATEGY PRACTICE How did autopsies help ancient Egyptians learn about the human body?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which one best describes what the headings do?**
   - Ⓐ They tell the main idea of the passage.
   - Ⓑ They describe when events happened.
   - Ⓒ They tell what each section is mostly about.
   - Ⓓ They compare modern and ancient medicine.

2. **What is the passage mostly about?**
   - Ⓐ Edwin Smith made an important discovery.
   - Ⓑ The ancient Egyptians cut open bodies to study their parts.
   - Ⓒ The ancient Egyptians knew a lot about the human body.
   - Ⓓ Detailed records were written on papyrus.

3. **Choose the detail that best supports this idea:** ***Autopsies helped the Egyptians learn about the human body.***
   - Ⓐ Egyptians were able to compare body parts.
   - Ⓑ Today's medical examiners perform autopsies.
   - Ⓒ Medical examiners learn a lot about bodies.
   - Ⓓ Egyptians made records of their findings.

4. **What are doctors in the year 3020 most likely to learn by reading a medical textbook from 2020?**
   - Ⓐ how to perform the best surgery
   - Ⓑ ancient Egyptian medical practices
   - Ⓒ how to preserve bodies
   - Ⓓ early twenty-first century medical practices

Name: _____

READ THE PASSAGE Think about how the brothers behave.

Ishmael and Isadore

Brothers Ishmael and Isadore were complete opposites. People who knew them both could hardly believe they were from the same planet, let alone the same family. The boys were not unkind toward one another, but their personalities were so different that it was difficult for them to reach a decision they both liked. Their mother frequently played the referee in their disagreements.

Ishmael, the older brother, was tall and athletic, and he loved sports. He played baseball, football, and basketball. Isadore, the younger brother, hated sports. He was quieter and less active than his brother. He preferred spending his time on the computer, making short videos and writing blog entries.

The brothers' taste in music was completely different, too. Ishmael loved classic rock. He listened to bands like the Beatles, the Who, and the Rolling Stones. Isadore didn't care much for those bands. He preferred spending his time streaming world music, especially music from Central Africa. Luckily for their parents, both boys enjoyed listening to music through headphones.

One other thing the brothers did agree on was that they wanted a pet. Mom had resisted getting one, but after both brothers had pleaded and begged, she finally agreed.

"We can get a pet, as long as you two take care of it," she said. "That means you do the feeding, you do the training, and if it needs to be walked, you do the walking."

"No problem, Mom," Ishmael and Isadore said together.

"Good, we all agree," Mom said. "Now, what kind of pet are we going to get?"

STRATEGY PRACTICE **Was there any part of the passage that you didn't understand right away? How did you figure it out?**

_____

_____

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **Which best describes what the passage is about?**
   - Ⓐ two brothers who argue with their mother
   - Ⓑ two brothers who love sports
   - Ⓒ two brothers who are very much alike
   - Ⓓ two brothers who mostly disagree

2. **Which of these details supports the main idea of the passage?**
   - Ⓐ The brothers have different tastes in music.
   - Ⓑ Mom says they must take care of the pet.
   - Ⓒ The brothers have a lot in common.
   - Ⓓ The brothers' names are Ishmael and Isadore.

3. **Based on information about the brothers, which of these do you predict will happen next?**
   - Ⓐ They will have trouble deciding what kind of pet to get.
   - Ⓑ They will both want a dog to play sports with.
   - Ⓒ They will both want to get a snake.
   - Ⓓ They will agree on their pet's name.

4. **If the brothers get a dog, which of these is *least* likely to happen?**
   - Ⓐ Ishmael will run with the dog.
   - Ⓑ Isadore will make videos of the dog.
   - Ⓒ They will always agree on what to do with the dog.
   - Ⓓ They will argue about who walks the dog.

Name: _____

READ THE PASSAGE Underline or make notes about words you do not understand.

Mayan Calendars

The Maya were an influential people living in what is now Guatemala, Belize, Honduras, El Salvador, and parts of southern Mexico. The ancient Maya developed sophisticated systems of agriculture, architecture, science, mathematics, and writing. One of the most important Mayan developments was the creation of calendars.

The ancient Maya had several calendars. The Tzolkin (ZOL-keen) calendar was tied to religious beliefs. The Haab (hayb) calendar was based on the length of a year.

Understanding astronomy helped the Maya accurately measure days, months, and years. A year had 365 days by Mayan calculations, as it does in our own calendar. The Mayan year, though, was made up of 18 months, and each month had 20 days. An extra 5 days were added to complete the calendar year. These days rounded out the calendar nicely, but the Maya thought they were unlucky.

One of the most unusual Mayan calendars was actually a pyramid. Around AD 1050, the Maya built the Pyramid of Kukulkan (KO-KUL-kan) at Chichén Itzá (chee-CHEN eet-SAH). The pyramid had a stairway on each of its four sides. Each stairway had 91 steps. Counting the platform at the top, there were 365 steps, the same number of days in the calendar year.

STRATEGY PRACTICE **List one or two words you found confusing and describe how you figured out their meanings.**

_____

_____

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **What is the second paragraph mostly about?**
   - Ⓐ The Maya were a very hardworking people.
   - Ⓑ The Maya had different kinds of calendars.
   - Ⓒ Mayan months consisted of 20 days.
   - Ⓓ The Maya built a pyramid that was a calendar.
2. **What does the map show?**
   - Ⓐ how far Mayan culture spread
   - Ⓑ locations of Mayan calendars
   - Ⓒ where the Maya lived
   - Ⓓ where people can visit Mayan ruins
3. **Which detail supports the idea that the Pyramid of Kukulkan was a calendar?**
   - Ⓐ The pyramid had 365 steps.
   - Ⓑ The pyramid had four sides.
   - Ⓒ The pyramid was very unusual.
   - Ⓓ The pyramid was built around AD 1050.
4. **Which of these would a Mayan probably do during the last five days of the year?**
   - Ⓐ make a dangerous trip
   - Ⓑ take a risk or a chance
   - Ⓒ stay home
   - Ⓓ have a wild party

Name: _____

READ THE PASSAGE Read slowly and think about the main idea of each section.

Ancient and Modern Chinese Characters

In the Beginning

When people write in English, they use letters of the alphabet. People who write in Chinese, however, use characters that stand for words or ideas. Historians believe Chinese writing began as early as 1500 BC. The earliest forms were called "oracle bones." These were animal bones marked with pictures and symbols. In addition to writing on bones, the Chinese also made marks on turtle shells. By 1400 BC, the Chinese writing system had become more complex. It had more than 2,500 characters. Around 200 BC, Chinese characters became standardized. This means that everyone used the same characters.

Then and Now

Many modern Chinese characters are similar to those from 2,000 years ago. For example, the character that means *man* in the Lishu system from 200 BC is similar to the character that means *man* from the Jiantizi, or modern simplified system, of the twentieth century.

A Simpler System

People have made efforts to change Chinese characters over the centuries. The most important changes happened in the twentieth century. The Chinese government simplified many characters so that more people could learn to read. This simpler system is used in mainland China and Singapore. Traditional characters are used in Taiwan, Hong Kong, and Macau. Even with these changes, Chinese writing from 2,200 years ago is still understood today.

STRATEGY PRACTICE Did you understand the main points the writer makes? Why or why not?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What do the headings tell?**
   - Ⓐ the topic of each section
   - Ⓑ a list of important Chinese characters
   - Ⓒ important events in the development of the Chinese language
   - Ⓓ how Chinese characters changed

2. **Which detail supports the idea that ancient and modern Chinese characters are related?**
   - Ⓐ Animal bones were used for writing.
   - Ⓑ There were once more than 2,500 characters.
   - Ⓒ The ancient Chinese wrote symbols and characters on bones and turtle shells.
   - Ⓓ Most of the characters from 2,200 years ago can still be read today.

3. **What is the main idea of the passage?**
   - Ⓐ Modern Chinese characters are nothing like those used in ancient China.
   - Ⓑ Modern Chinese characters were developed from symbols used in ancient China.
   - Ⓒ Chinese writing uses an alphabet.
   - Ⓓ Few people in ancient China could write.

4. **Which of these would be another good heading for the third paragraph?**
   - Ⓐ "Provinces in China"
   - Ⓑ "The Language of Singapore"
   - Ⓒ "Twentieth-century Changes"
   - Ⓓ "A Language for Everyone"

Name: _____

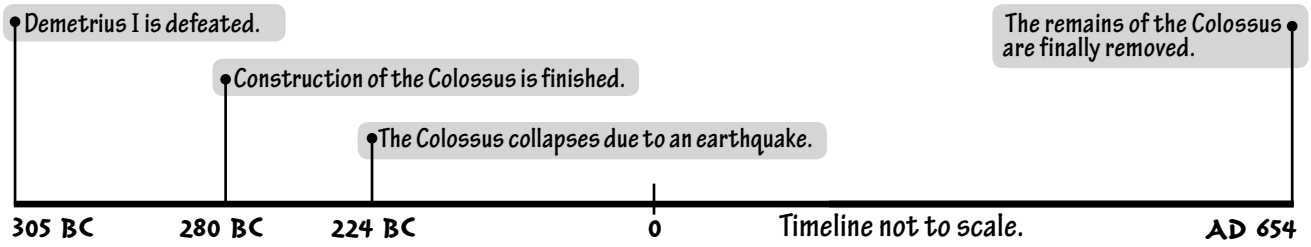
READ THE PASSAGE Read slowly and pause after each paragraph.

Colossus of Rhodes

The Colossus of Rhodes, a giant bronze statue, was one of the Seven Wonders of the Ancient World. Other ancient civilizations also built large statues, but the Colossus of Rhodes was one of the tallest. At more than 105 feet (32 meters) tall, it was twice as big as most of the other colossi (kuh-LOSS-eye), or giant statues, of ancient times. The Statue of Liberty, its modern counterpart, is only slightly taller.

The Colossus of Rhodes was designed and built by the sculptor Chares (CHAR-eez) of Lindos. It showed the sun god Helios. The people of the Greek island of Rhodes had it built to celebrate the defeat of Demetrius I in 305 BC. Chares and the artists in his workshop began building the statue in 292 BC. The Colossus was completed twelve years later. It welcomed friends and warned foes as they approached the island's harbor.

Unfortunately, the statue stood for only 56 years. In 224 BC, a powerful earthquake hit Rhodes. The quake damaged the Colossus, and it fell to the ground in giant pieces. The statue's parts lay on the ground for hundreds of years, and travelers came from all over to see these impressive ruins.



STRATEGY PRACTICE List two important facts about the Colossus of Rhodes.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which best describes what the passage is about?**
   - Ⓐ the harbor in the ancient city of Rhodes
   - Ⓑ how Rhodians defeated Demetrius I
   - Ⓒ a giant statue built in ancient Greece
   - Ⓓ building the Statue of Liberty

2. **Which detail explains why the Colossus was one of the Seven Wonders of the Ancient World?**
   - Ⓐ It watched over the Mandraki Harbor.
   - Ⓑ It showed the sun god Helios.
   - Ⓒ It was built by Chares of Lindos.
   - Ⓓ It was twice as big as most ancient statues.

3. **What does the timeline tell you that the passage does *not*?**
   - Ⓐ when the remains of the Colossus are removed
   - Ⓑ the reason why the Colossus collapsed
   - Ⓒ when the Colossus's construction was finished
   - Ⓓ when Demetrius I was defeated

4. **Which of these would most likely become a wonder of the modern world in the future?**
   - Ⓐ a life-size statue of a mayor of Chicago, Illinois
   - Ⓑ a building in Dubai that is over 2,600 feet tall
   - Ⓒ a recording of the most popular song of 2011
   - Ⓓ a trophy from a twenty-first century World Series

WEEK 2

Make Connections

This strategy helps students put what they are reading into context by helping them see the connections between the text and themselves, the world around them, and other things they have read or seen.

DAY 1

Introduce the *Make Connections* strategy to students and explain: **When good readers read, they often will be reminded of something they have seen, done, or read before. This helps them better understand the situation, the details, or the feelings involved in what they are reading. But it is important to stay focused on the text and not be distracted by the connections you make.** Have students read the instructions at the top of the page and the passage. When students have finished reading, model a connection you made with the text (e.g., Say: "Like the narrator, I was nervous the first time I rode a horse."). Direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Make Connections* strategy and ask them if they have ever done something that was disgusting but important (cleaning the bathroom, taking out the trash, etc.). Say: **You can use that experience to make a connection with this passage.** Have students read the passage. When students have finished, direct them to complete the strategy practice activity. Ask volunteers to share their responses, and have students discuss how they answered the question based on their own experiences. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Tell students that making a connection is often good practice when reading about events or things from the past. Point out the instructions and say: **Even if the time and place of what we are reading is unfamiliar, we can often understand more about a topic by connecting it to what we know to be true today.** Have students read the passage. Then direct students to complete the strategy practice activity. Invite volunteers to share their responses, and point out the connections they found between natural disasters in the past and today. Finally, direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the *Make Connections* strategy, and then point out the instructions and the title. Say: **As good readers, we connect what we are reading to other things that we have read or seen before.** Then elicit from students common traits of folk tales (talking animals; a moral; set in ancient times; etc.). Have students read the passage. When students have finished the strategy practice activity, have volunteers share their responses. Discuss responses that include other folk tales or myths. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Make Connections* strategy. Tell students they are going to read about a group of kids who changed the way newspapers were sold. Then have students read the passage. When students have finished, direct them to find two details from the passage that describe a very different way of life from today. Ask students how making a connection to the life of a newsboy could help a reader better understand the passage (e.g., Being treated unfairly by others helps a reader understand what it was like for the newsboys to be cheated by the newspapers.). Direct students to complete the strategy and skill practice activities. Review the answers together.

Name: _____

READ THE MEMOIR Think about how the writer probably feels.

Up to the Mountaintop

I like challenges, but this one was almost too difficult. I had begged Mom to take me on a completely new adventure for my sixteenth birthday. Now, here we were, just Mom and me with our guide, Milo, standing on the shore of Lake Arenal in Costa Rica. Towering above the lake was Volcán Arenal, one of the active volcanoes in the region. I watched as the volcano spit out lava and coughed up big boulders. Luckily, we were headed in the other direction.

Milo greeted us in Spanish and helped us mount our horses. Getting on my horse was difficult, but controlling it was a little easier. We started on our tour. The guidebook said we'd cross three rivers. As we splashed through a stream, I asked, "Was that the first river?"

"I don't think so, Katie," Mom said wryly.

Soon enough, we came to the first river. There was no mistaking it. I felt sick to my stomach when I saw that the far shore was half a football field away! The 4-foot-deep river flowed over boulders. So much for dry shoes—or jeans.

After two more rivers, the trail got even steeper and muddier. With each step of the horses' hooves, there were loud squishing and sucking sounds. The rainforest was magnificent and absolutely beautiful. But I wondered whether my horse could keep its balance in knee-high mud. What did I know about horses? I imagined my mare stumbling on rocks hidden beneath the sludge—and us crashing over a cliff and being swept away by lava.

Three terrifying hours later, we came to a corral. Were we stopping, I wondered. To one side was a gorgeous view of the lake and volcano, and to the other, a brightly painted restaurant. "Okay," I laughed nervously. "That was terrifying, but I'm so glad we did it!"

STRATEGY PRACTICE Describe a personal experience that is similar to Katie's experience.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which adjectives best describe Katie?**
   - Ⓐ sensitive and shy
   - Ⓑ calm and relaxed
   - Ⓒ adventurous but nervous
   - Ⓓ interested but withdrawn

2. **Which inference can you make about Katie's experience riding horses?**
   - Ⓐ She is an expert rider.
   - Ⓑ She has probably trained others to ride.
   - Ⓒ She dislikes horses.
   - Ⓓ She has little experience riding horses.

3. **Which best describes the setting of the memoir?**
   - Ⓐ dangerous
   - Ⓑ boring
   - Ⓒ busy
   - Ⓓ crowded

4. **What is the theme of Katie's memoir?**
   - Ⓐ It is good to push yourself to try new things.
   - Ⓑ Most people fail when they try new things.
   - Ⓒ Fear stops people from trying new things.
   - Ⓓ What is familiar is better than what is unknown.

Name: _____

READ THE PASSAGE Think about what Jeff Biggs does and how he feels about his job.

Dirty Job? Oh Yeah!

"You couldn't pay me to do that job!" Have you ever said that? Some occupations are so gross that most people would never be willing to do them.

Jeff Biggs has a job like that, but he likes it. He's the kind of guy who, as a kid, loved to slosh around in mud after a rainstorm, the kind of kid who loved squeezing oatmeal through his fingers.

Biggs's dirty job is being a sewer inspector. "Believe me," says Biggs, "gross doesn't come close to describing it; I creep, sometimes swim, through sewage all day." City sewers carry household wastewater and storm-drain runoff to water treatment plants. In addition to the unpleasant smells, sewer tunnels are home to creatures such as cockroaches and rats. And these creatures aren't shy.

What is it like to do a really disgusting job day after day? "Someone has to do it," says Biggs. "I seriously can't imagine sitting in an office all day, and I earn a good salary. At the end of my workday, I've accomplished something, and I've helped to keep our city's water clean and drinkable."

And after work? "I don't walk into the house right away," explains Biggs. "We installed the washing machine in the garage and put a shower stall in there, too. I toss my clothes into the washer, take a shower, and dress in clean clothes. Then I greet my family. Of course, sometimes, the clothes go into the trash, not the washer."

STRATEGY PRACTICE What would happen if no one performed jobs like the one Jeff Biggs has?

_____

_____

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Which adjectives best describe Jeff Biggs?**
   - Ⓐ flashy, conceited, loud
   - Ⓑ positive, upbeat, thoughtful
   - Ⓒ smart, wealthy, nervous
   - Ⓓ negative, shy, withdrawn

2. **Which adjective best describes the setting in which Biggs works?**
   - Ⓐ disgusting
   - Ⓑ boring
   - Ⓒ pleasant
   - Ⓓ appealing

3. **Which sentence best describes the central message of the passage?**
   - Ⓐ Biggs's job embarrasses him.
   - Ⓑ Biggs cannot imagine having a nicer job.
   - Ⓒ Biggs is proud of the work he does.
   - Ⓓ Biggs is just doing his job until he gets a better one.

4. **Which one would Jeff Biggs probably most enjoy being?**
   - Ⓐ a lawyer
   - Ⓑ a poet
   - Ⓒ a computer programmer
   - Ⓓ a deep-sea diver

Name: _____

READ THE LETTER **Think about how people today and from long ago have dealt with natural disasters.**

A Letter from Antioch

Antioch, Syria
Saturday, May 23, AD 526

Dear Father,

I write to tell you the shocking news that has happened since your departure last month. On Wednesday, Antioch suffered a terrible earthquake. Mother and I are safe, and our house is damaged but still standing. However, over 220,000 people in the city have died, and officials expect even higher numbers as the survivors search the rubble for their loved ones. Hundreds are fleeing the city, carrying their few undamaged belongings on their backs.

Many of the familiar churches, markets, theaters, and monuments have been destroyed. Some buildings that withstood the initial quake collapsed during aftershocks. One of the saddest losses was the Great Church. Although it survived the aftershocks, it caught fire yesterday and burned.

Looters are going into collapsed buildings and stealing valuables. Thieves have attacked some people who are fleeing the city. But all hope is not lost. Just this morning, brave people rescued a young woman and her child from the ruins of a house. As I write, volunteers are retrieving many of our pieces of fine mosaic art. They are loading them into boats to transport them to other locations. And messengers arrived from Emperor Justin this morning. He has pledged to help us rebuild.

I wish you a safe journey and urge caution on your return.

Your son,
Simeon

STRATEGY PRACTICE **Do you think people in the past reacted any differently to disasters from the way people do today? Explain.**

_____

_____

SKILL PRACTICE **Fill in the bubble next to the correct answer for each question.**

1. **From the letter, you can conclude that _____.**
   - Ⓐ Antioch was a small village in the year AD 526
   - Ⓑ most people were calm after the earthquake
   - Ⓒ as days pass, the death toll will decrease
   - Ⓓ in AD 526, Antioch was a large, cultured city
2. **Why are people probably fleeing the city?**
   - Ⓐ They are afraid to be caught with stolen items.
   - Ⓑ They are afraid of more earthquakes.
   - Ⓒ They are going to search for lost loved ones.
   - Ⓓ They want to save the city's mosaics.
3. **Which theme does the letter communicate?**
   - Ⓐ Most people stay calm during catastrophes.
   - Ⓑ People only appreciate what they have after they lose it.
   - Ⓒ Even in tragedy, good things happen.
   - Ⓓ Saving people is more important than protecting art.
4. **How does Simeon feel about Antioch?**
   - Ⓐ sad about the city's destruction
   - Ⓑ disgusted by the city's crime rate
   - Ⓒ frustrated by the city's leadership
   - Ⓓ amused by the Emperor's offer

Name: _____

READ THE FOLK TALE Look for phrases or ideas that remind you of other folk tales.

The Elephant and the Hummingbird

Long, long ago—in the days when people could talk to animals and learn their stories—an elephant walked slowly beside the Yellow River. This was before animals were tamed, even before the first Chinese emperors ruled. That's how long ago it was.

The elephant was enjoying a peaceful stroll. Thick grasses and beautiful lotus flowers bloomed, and the water in the Yellow River made a pleasant swishing sound as it flowed past the elephant.

Noticing what appeared to be a hummingbird, the elephant stopped. Although they don't exist in China today, the elephant had seen hummingbirds before. He'd watched them hover above lotus flowers, their wings beating so quickly that they appeared only as a blur. The elephant sometimes wished he could move as quickly as a hummingbird. This one, however, was lying upside down, her wings motionless and her legs pointing toward the sky. Occasionally, the little bird would sigh heavily or grunt, as if working extra hard.

"What are you doing?" asked the elephant. He slowly walked around the hummingbird, trying to understand the odd behavior. "You look ridiculous, you know."

"I am holding up the sky," replied the hummingbird calmly. "I overheard that it might fall today."

The elephant raised his trunk and made a sound that today might pass as a deep laugh. "You're holding up the sky? Why, just look at it. The sky is bigger than I am, and I doubt you could hold me up. Even if the sky were going to fall, your tiny legs could not possibly do the job."

"Ah," said the hummingbird, "but these are the only legs I have. I might not be able to do it by myself, but I am doing what I can."

STRATEGY PRACTICE Describe a story, movie, or experience that this folk tale reminds you of.

_____

_____

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Where and when does the folk tale take place?**
   - Ⓐ on a ship on the Yellow River
   - Ⓑ on a Yellow River bridge around AD 1400
   - Ⓒ in a Chinese flower garden
   - Ⓓ beside a river in ancient China

2. **How does the elephant probably feel about what the hummingbird is doing?**
   - Ⓐ He thinks she is smart.
   - Ⓑ He thinks she is arrogant.
   - Ⓒ He thinks she is wasting her time.
   - Ⓓ He thinks she is selfish.

3. **What is the message of the folk tale?**
   - Ⓐ People do what they can with what they have.
   - Ⓑ Past wisdom is better than present wisdom.
   - Ⓒ It is always best not to look ridiculous.
   - Ⓓ It is risky to try things that other people say are impossible.

4. **Which of these conflicts is important in the story?**
   - Ⓐ good vs. evil
   - Ⓑ trying vs. watching
   - Ⓒ strength vs. weakness
   - Ⓓ being tame vs. being free

READ THE PASSAGE Look for descriptions of things or practices that have changed since 1899.

Newsies Strike New York

Today, people can buy a newspaper from a machine or at a newsstand. But back in the 1800s, newsboys, or "newsies," were the principal sellers of newspapers. Newsies sold their newspapers, or "papes," on New York's streets. Newsies bought their newspapers from the companies that printed them. The newsboys then made their money by selling the newspapers to customers.

For two weeks in 1899, however, the newsies went on strike, refusing to sell papers. Boys from 5 to 15 years old united to make two newspaper companies reduce the price that they charged newsies for the newspapers. Striking newsboys held rallies, gave speeches, and chose leaders. One rally drew more than 7,000 striking newsies. Newsboys who continued to sell papers were harassed by the strikers. Some strikers threw the newspapers away, and others threatened to hurt the newsboys who wouldn't stop selling newspapers.

What started the strike? During the Spanish-American War, people were eager to read the news, so the *Journal* and *Evening World* raised the price that they charged for their newspapers. Newsies had to pay ten cents more for the papers. A dime made a difference to the kids who earned less than a dollar each day. Most newsies lived on the streets. Others used their earnings to help their struggling families. When the war ended, newsies expected newspaper companies to reduce their prices, but that did not happen.

Although the cost of papers to newsies never dropped, the strike was considered a success. The two offending newspaper companies agreed to buy back all unsold papers, and eventually this strike helped bring about child labor laws in the United States.

STRATEGY PRACTICE What does the newsies' strike of 1899 remind you of today?

_____

_____

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Where and when did the strike occur?**
   - Ⓐ in a Spanish-American colony in the 1800s
   - Ⓑ in New York City in the 1950s and 60s
   - Ⓒ in New York City in 1899
   - Ⓓ in Spain in the 1890s

2. **How do you think the strike helped bring about labor laws?**
   - Ⓐ The public became aware of the newsboys' problems.
   - Ⓑ The newspaper companies decided to help all newsboys.
   - Ⓒ People decided to buy their newspapers from machines and newsstands.
   - Ⓓ Newspaper companies stopped selling their newspapers to the public.

3. **What lesson can you learn from the passage?**
   - Ⓐ Working together gets things done.
   - Ⓑ People should not read about war.
   - Ⓒ Holding rallies is not a good strategy for changing things.
   - Ⓓ Businesses that treat workers badly do not succeed.

4. **Based on the passage, which characteristics were most common in a newsboy?**
   - Ⓐ kind, sweet-tempered, and gentle
   - Ⓑ cruel, defiant, and undependable
   - Ⓒ smart, quiet, and considerate
   - Ⓓ self-reliant, hardworking, and loyal

WEEK 3

Visualization

Visualization allows readers to form mental images of what they are reading about. By visualizing, good readers can better remember the main ideas or events in a passage. Good readers use sensory words from the text to help them visualize and adjust their mental images as they read.

DAY 1

Introduce the *Visualization* strategy to students. Explain: **When good readers read, they often make mental pictures of what they are reading about. They turn what they are reading into a kind of "movie" that plays in their mind. But this doesn't mean they daydream. They pay attention to important and descriptive words.** Tell students to close their eyes and visualize as you read the first four sentences of the first paragraph. Read the sentences slowly to give students time to understand and visualize the important descriptions (evergreen forests; covered in clouds; located on mountains; cool temperatures that create clouds covering the trees). Direct students to read the passage and to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Visualization* strategy. Say: **It's important to look for words we can easily picture.** Read the first sentence from the passage aloud. Ask: **Which is easier to picture: *Sunday, airwaves,* or *kids?*** (kids) **That's because a kid is something we can see. When you visualize, look for words that represent something physical or concrete.** Have students read the instructions at the top of the page and the passage. When students have finished reading, use a world map or globe to help them find all of the nations mentioned in the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Remind students of the *Visualization* strategy. Say: **When you visualize as you read, it is important to adjust your mental image when you get new information. Imagine that you are reading a story about a black kitten. You might picture a small kitten. If you then read the kitten was the size of a firetruck, you'd need to change your mental image to match the details in the story.** Direct students to read the passage and to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Visualization* strategy. Say: **Good readers pay attention to the words in a passage. Specific action words—or verbs—and clear describing words—or adjectives—help us make mental images as we read. Which is a better verb, *go* or *shuffle?*** *(shuffle)* **Which is a clearer adjective to describe french fries, *good* or *salty?*** *(salty)* Have students read the instructions at the top of the page and then read the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 5

Remind students of the *Visualization* strategy. Say: **It may be easy for you to make a mental image of what you are reading, but as a good reader, you must make sure to visualize only the most important ideas or actions in a passage or story. It's impossible to make a mental image of everything you read.** Point out the first sentence in the last paragraph. Ask: **Do you think it's important to visualize scientists sitting around having a debate?** (no) Say: **You should visualize the parts of the passage that support what the passage is mostly about.** Then have students read the instructions at the top of the page and the passage. When students have finished reading, pair them for the strategy practice activity or complete it as a group. Prompt students to defend their choices of what they visualized from the passage. Then direct students to complete the skill practice activity. Review the answers together.

Name: _____

READ THE PASSAGE Read slowly and pay attention to details that help you make a mental picture.

Forests of Clouds and Mist

You've probably heard of rainforests, but do you know what a cloud forest is? Cloud forests are evergreen forests that are often covered in clouds or mist and are located on mountains. Cool temperatures on mountain slopes create clouds that cover the trees. There are cloud forests on most continents. Central and South America have them, as do Asia and Africa. You can also find cloud forests in Hawaii and on Caribbean islands.

Cloud forests have different names, depending on where they are found. Cloud forests are also known as fog forests or mossy forests. In Peru and Bolivia, cloud forests are part of a larger ecosystem called yungas, which means "warm lands."

Many scientists consider cloud forests to be a special type of rainforest. Cloud forests are not as warm as tropical rainforests because they are found at higher elevations that have colder air. But cloud forests and tropical rainforests both have many different plants and animals living within their ecosystems.

Like tropical rainforests, cloud forest trees drip with moisture, but it does not often rain in a cloud forest. Instead, the fog collects as dew on leaves, vines, and branches. This dew provides the water that the plants need. Green moss, ferns, and exotic, colorful orchid flowers hang down from the canopy. Other plants and bushes crowd between the trees, and hundreds of insects crawl and fly amid the vegetation. Cloud forests are as diverse and interesting as rainforests or temperate forests.

Cloud forests have animals that aren't found anywhere else, such as mountain gorillas and a strange woolly mammal called the mountain tapir. The colorful quetzal bird is also found there, and golden toads hop among the bushes. Recently, scientists discovered a new cloud forest animal, a black and brown rodent that looks like a cross between a squirrel and a rat. Cloud forests probably contain hundreds of other rare and fascinating plants and animals that people have never seen before.

STRATEGY PRACTICE Underline words or phrases from the passage that you were able to visualize.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ the animals of the cloud forest
   - Ⓑ what the cloud forest is like
   - Ⓒ where cloud forests are found
   - Ⓓ how scientists study the cloud forest

2. **Clouds form in the cloud forest because _____.**
   - Ⓐ temperatures are cool
   - Ⓑ there are so many trees
   - Ⓒ the forests are so low
   - Ⓓ it is so moist there

3. **The passage includes details about _____.**
   - Ⓐ why scientists study cloud forests
   - Ⓑ the kinds of trees in cloud forests
   - Ⓒ the animals and plants of cloud forests
   - Ⓓ why cloud forests are endangered

4. **How are cloud forests and tropical rainforests different?**
   - Ⓐ Cloud forests have more plants.
   - Ⓑ Cloud forests are wetter.
   - Ⓒ Cloud forests are studied by scientists.
   - Ⓓ Cloud forests are found on mountain slopes.

Name: _____

READ THE PASSAGE Look for words that help you form a mental picture.

Kids Take to the Airwaves

On the first Sunday in March each year, kids get to take over the world's airwaves. The United Nations Children's Fund (UNICEF) has designated that day as the International Children's Day of Broadcasting, or ICDB. Television and radio stations around the world invite young people to be part of their programming. Thousands of broadcasters and kids participate, and the programs focus on children's interests and issues. Kids are also involved in the broadcast process, learning how radio and television programs are made. ICDB gives children a voice that can be heard around the world.

On ICDB in 2009, young people all over the globe reported on issues that affected them. Nearly 100 children from India recorded stories about a flood in their area. Children in China drew pictures with messages for their parents. In Senegal, young people spoke out against violence by giving reports, conducting interviews, writing poems, and singing songs. German children talked with young people in Serbia and shared drawings and photographs. Australian kids voiced their opinions to children in Cambodia, Fiji, and Tonga. Kids produced videos on a variety of different topics, from air pollution to loneliness. Across the world, young people expressed their feelings and sent messages about what mattered most to them.

After ICDB is over, UNICEF holds a contest for the best radio or television program. People who make the programs that air during ICDB can send submit their programs. The winners attend a special celebration. The 2009 radio winner was a station in Brazil that broadcasted a show for 24 hours about children from poor communities. The show used interviews, diaries, and music to promote peace. The winner for the television program was a station in Kenya. The show, which was hosted by two Kenyan youths, talked about the challenges that Kenyan children face and highlighted positive stories about young people in their communities.

STRATEGY PRACTICE Write three nouns (people, places, or things) that were easy for you to picture.

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the first paragraph mostly about?**
   - Ⓐ what UNICEF is
   - Ⓑ young people on television
   - Ⓒ the ICDB
   - Ⓓ children communicating
2. **What is the second paragraph mostly about?**
   - Ⓐ programs that UNICEF offers
   - Ⓑ Australian children
   - Ⓒ the ICDB in 2009
   - Ⓓ Malaysian videos
3. **What do TV and radio stations both do on ICDB?**
   - Ⓐ invite children to be part of programming
   - Ⓑ ask young people to talk to their parents
   - Ⓒ raise money for UNICEF
   - Ⓓ encourage children to join UNICEF
4. **The purpose of the ICDB is to _____.**
   - Ⓐ raise money for children
   - Ⓑ give young people a voice
   - Ⓒ help kids get jobs in broadcasting
   - Ⓓ give awards for broadcasting

Name: _____

READ THE PASSAGE As you read, adjust your mental image when you come across new details.

Not Quite the Same

When most people want to see what they look like, they look in a mirror. I don't need a mirror to see myself, though. I can just look at my identical twin sister, Sarita.

Sarita and I have always worn our hair the same way—long and straight, with bangs. We have the same dark eyes and big smile, and we both have one crooked tooth on the right. We both love the color green, hate eating fish, and think mayonnaise is disgusting. We play the violin, and every year we compete with each other for the position of first violin in the school orchestra.

In some ways, however, we're totally different. Sarita always wears funky hats, which I think is really weird. She thinks it's strange that I like jazz music. Some people say that our biggest difference is that Sarita is in a wheelchair. She was in a car accident when she was very young, and her spine was badly injured. To me, however, the real difference between us is that Sarita has courage and determination. She has never let being in a wheelchair slow her down, and she's almost never angry or unhappy about what happened to her. So when I look in the mirror, I see myself—Celia—but I also see Sarita, a better version of me. She's the me I *try* to be.

STRATEGY PRACTICE Sketch how you visualized the two girls.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ how twins compete
   - Ⓑ how Sarita was injured
   - Ⓒ how the twins are similar and different
   - Ⓓ how Celia feels about Sarita
2. **How are Celia and Sarita similar?**
   - Ⓐ They both wear funky hats.
   - Ⓑ They both play violin.
   - Ⓒ They both love eating fish.
   - Ⓓ They both love jazz music.
3. **Which one is a difference between the twins?**
   - Ⓐ Sarita is more determined.
   - Ⓑ Celia has shorter hair.
   - Ⓒ Sarita has a bigger smile.
   - Ⓓ Celia has darker eyes.
4. **Celia wants to be like Sarita because she _____.**
   - Ⓐ is jealous of Sarita's talents
   - Ⓑ thinks Sarita is prettier
   - Ⓒ wants to be a better violinist
   - Ⓓ admires Sarita's attitude

READ THE PASSAGE Look for strong verbs and clear nouns and adjectives.

A Plane in the Hudson River

Some airplanes are made specifically to land on water, but US Airways Flight 1549 was not one of those planes. The plane took off from LaGuardia Airport on January 15, 2009, with 155 people on board. Just three minutes later, the pilot, Captain Chesley Sullenberger, radioed that the plane was in trouble. It had hit some large geese. The left engine had exploded in fire, smoke, and metal.

Captain Sullenberger quickly realized that the plane could not make it back to the airport. The aircraft was rapidly losing power and would soon be too slow to stay in the air. Sullenberger turned the plane toward the Hudson River, which flows between New York and New Jersey.

"Brace for impact!" Captain Sullenberger announced over the intercom. Many passengers were tense and scared, but the flight crew did their best to keep everyone calm. Most passengers lowered their heads and got ready for a rough crash landing.

After several tension-filled minutes, Captain Sullenberger landed the plane perfectly on the surface of the Hudson River. People watching from ferries that were traveling between New York and New Jersey were shocked at the sight. The plane's passengers climbed onto the wings as the plane began to fill with water and sink. Boats from both sides of the river rushed to aid the stranded passengers. The waters were icy cold, and the smell of gasoline filled the air. As passengers scrambled from the plane to the waiting boats, rescuers handed them blankets, coats, and life jackets to stay warm.

All 155 people were brought to safety, and Captain Sullenberger was celebrated as a hero. It was the first time a major aircraft had ever crash-landed in water with no deaths.

STRATEGY PRACTICE **Underline the verbs and draw a box around the adjectives that helped you visualize the scene as you read.**

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **What is the passage mostly about?**
   - Ⓐ the reasons planes crash
   - Ⓑ the courage of Captain Sullenberger
   - Ⓒ the emergency landing of Flight 1549
   - Ⓓ the dangers of flying

2. **The plane's engines quit working because the plane _____.**
   - Ⓐ filled with water
   - Ⓑ had hit birds
   - Ⓒ began to sink
   - Ⓓ carried too many people

3. **How did this landing differ from other emergency water landings?**
   - Ⓐ This plane was designed to land on water.
   - Ⓑ This plane did not sink.
   - Ⓒ The engines continued to run.
   - Ⓓ Everyone survived the crash.

4. **People in New York and New Jersey were shocked because _____.**
   - Ⓐ they saw large birds in the air
   - Ⓑ boats came to rescue the passengers
   - Ⓒ there was an airplane in the river
   - Ⓓ Captain Sullenberger stayed on the plane

Name: _____

READ THE PASSAGE Make a mental image of the events described in the passage.

The World's Biggest Wave

A tsunami is a giant ocean wave. It is usually created by an earthquake on the seafloor and can travel hundreds or even thousands of miles across the ocean. The biggest local tsunami ever to hit land happened on July 9, 1958, when an earthquake shook the undersea fault near Lituya Bay, Alaska. Lituya Bay is part of Alaska's Glacier Bay National Park. The magnitude 8.0 earthquake shook 40 million cubic yards of dirt, rocks, and ice from a mountain at the head of the bay. The landslide fell 3,000 feel and hit the water with tremendous force, which created the enormous tsunami wave. The wave was more than 1,640 feet (500 meters) high and crashed over five square miles of land, uprooting millions of trees.

There were no towns in the area, so unlike the deadly tsunami of 2004, in which more than 200,000 people in Indonesia and elsewhere were killed, the 1958 tsunami killed two people. They were on a fishing boat anchored in the bay when the wave swamped them. Another boat, the Badger, was carrying William Swanson and his wife. The boat rode the wave inland before it began to sink. The Swansons were able to leap to a small skiff and were rescued a few hours later. A third boat, the Edrie, with Howard Ulrich and his seven-year-old son aboard, rode the wave over land and then back out to the bay. The Ulriches, amazingly, were unharmed.

For many years, scientists debated about what really caused the tsunami in Lituya Bay. Some scientists claimed the amount of debris that fell into the bay was not enough to cause such a massive wave. They thought that the earthquake itself triggered the wave. However, as our understanding of geology, earthquakes, and tsunamis improved, most scientists now accept the rockslide as the true cause for the wave. No one disputes, however, that the wave was the largest ever recorded and will likely remain so for years to come.

STRATEGY PRACTICE **Describe to a partner the parts of the passage you thought were the most important to visualize in order to understand the main idea of the passage.**

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **Most tsunamis occur because _____.**
   - Ⓐ dirt and ice fall into the sea
   - Ⓑ there is an earthquake on the seafloor
   - Ⓒ there is a storm far out at sea
   - Ⓓ there is an earthquake on land

2. **How high was the tsunami in Lituya Bay?**
   - Ⓐ more than 1,640 feet
   - Ⓑ 5 square miles
   - Ⓒ 40 million cubic yards
   - Ⓓ 500 feet

3. **How were the 1958 and 2004 tsunamis different?**
   - Ⓐ More people died in the 1958 tsunami.
   - Ⓑ The 2004 tsunami was a bigger wave.
   - Ⓒ Nobody died in the 2004 tsunami.
   - Ⓓ The 2004 tsunami killed a lot of people.

4. **What happened to the Ulriches?**
   - Ⓐ Their boat was swamped.
   - Ⓑ They escaped in a skiff.
   - Ⓒ They rode the wave.
   - Ⓓ They were killed by the wave.

WEEK 4

Organization

By looking at how a passage or selection is organized, students can better understand the author's intent, as well as predict what information is likely to appear later in the text. Texts are often organized sequentially, around main ideas and details, according to causes and effects, or by comparison and contrast.

DAY 1

Introduce the *Organization* strategy to students and explain: **By looking at the organization of a passage, we can get a better idea of what the author intended to tell us. Many of the same types of passages are organized the same way.** Explain to students that the passage they are about to read is a biography. Ask: **What do we usually see in biographies?** (dates, names, important events in a person's life, etc.) Then say: **I expect to see this passage organized sequentially around important dates in the life of this person.** Have students read the instructions at the top of the page and read the passage. When students have finished reading, direct them to complete the strategy practice activity. Ask volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Organization* strategy, and point out that by knowing the organization of a passage, good readers can pay more attention to important details and don't have to work as hard to understand what the passage is about. Point out the first sentence in the second paragraph. Say: **This sentence tells me that the passage will likely explain reasons why people believe something about General Custer. It will probably be organized around main ideas and explanations for those ideas.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Invite volunteers to share their responses.

DAY 3

Remind students of the *Organization* strategy, and point out the instructions at the top of the page. Say: **Another way writers organize passages is by cause and effect. This passage tells the causes and effects of a snake problem in Florida. When we read these types of passages, we are looking for what happens and why it happens.** Explain that cause-and-effect signal words *(because, as a result, therefore,* etc.) can help them best understand this kind of text. Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Organization* strategy, and have them recall the common ways a passage can be organized (by main idea, sequence, and cause and effect). Point out the instructions at the top of the page, and ask students to guess which way this passage is organized (sequentially). Say: **Not all passages organized by sequence go from first to last or earliest to latest.** Have students read the passage. When students have finished reading, direct them to complete the strategy practice activity and share their responses. Explain that writers will vary how they organize a passage in order to make it more interesting to the reader. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Organization* strategy and say: **Writers organize their stories in many ways. Some writers begin at the end of a story and then tell you what happened leading up to it. Other writers begin with the main problem a character faces and show how the problem is resolved. By understanding how the story is told, we can make sense of what we are reading.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for important events in the life of Sarah Edmonds.

Soldier in Disguise

In April 1863, a Civil War soldier known as Franklin Thompson deserted from the Union Army. Thompson was sick with malaria but was afraid to go to an army hospital. What was Thompson so afraid of? His real name was Sarah Edmonds—and "he" was one of hundreds of women who pretended to be men so that they could fight in the Civil War.

Edmonds was born in Canada in 1841 and came to the United States in 1858. She disguised herself as Franklin Thompson and worked as a book salesman. In May 1861, one month after the Civil War began, she enlisted in the Second Michigan Infantry.

For two years, Edmonds served in the army as Private Thompson. The Second Michigan Infantry fought in some important and violent battles, including First Bull Run in July 1861, Antietam in September 1862, and Fredericksburg in December 1862. Edmonds kept her gender a secret by sleeping in her own tent and sneaking off to bathe privately.

Upon leaving the army, Edmonds resumed her real identity. She eventually revealed her service as Thompson in order to get a pension as a Civil War soldier. In 1886, the War Department recognized her as a female soldier who had served faithfully as a private during the war. She received the $12-a-month pension and was cleared of the desertion charge. When she died in 1898, Edmonds was buried with military honors.

STRATEGY PRACTICE How does adding dates to the passage help organize it?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What caused Franklin Thompson to desert from the Union Army?**
   - Ⓐ fear of fighting in the war
   - Ⓑ fear of illnesses such as malaria
   - Ⓒ fear of being discovered as a woman soldier
   - Ⓓ fear of being shot or killed in a bloody battle

2. **Because Edmonds revealed the truth about her service in the Civil War, she _____.**
   - Ⓐ was buried with military honors
   - Ⓑ was forced to return to Canada
   - Ⓒ could resume her identity as a woman
   - Ⓓ could finally forget about the war

3. **The War Department's recognition of Edmonds proves that _____.**
   - Ⓐ the army was embarrassed by Sarah
   - Ⓑ Sarah gained the rank of officer
   - Ⓒ Sarah never learned to be a good soldier
   - Ⓓ the army respected Sarah's war service

4. **Which of these events happened first in Sarah Edmonds's life?**
   - Ⓐ She got malaria.
   - Ⓑ She deserted from the Union Army.
   - Ⓒ She sold books for a living.
   - Ⓓ She applied for a pension as a Civil War soldier.

Name: _____

READ THE PASSAGE Think about the evidence the author presents to support the passage's main points.

Digging into Custer's Last Stand

For over a century, people have imagined the Battle of the Little Bighorn on June 25, 1876, as the brave "last stand" of General George Custer and his 7th Cavalry soldiers. Greatly outnumbered by Sioux and Cheyenne warriors, Custer and all 210 of his men died.

The belief in Custer's bravery started because of how the battlefield looked when it was discovered. A cluster of bodies, including the body of Custer, were found along with dead horses on a hill. People wanted to believe that the soldiers put up a good fight. Some Native American accounts also described the soldiers' bravery. Over time, a story developed of the soldiers on the hill fighting heroically to the end.

Then, in 1983, a prairie fire swept through the battlefield in Montana. The blaze burned off grass and shrubs, making it easier to dig for bullets and gun cartridges from the battle. Archaeologists examined old evidence in a new way. They used modern methods of investigation to better figure out what really happened. These new methods gave new clues about what happened to Custer and his men.

Using the bullets they found, experts were able to trace the shots fired by both sides. This allowed them to reconstruct the movements of different groups on the battlefield. Based on the numbers of certain bullets and where they were found, a different account of the battle emerged. Instead of a long, brave battle, Custer's men may have panicked, become disorganized, and lost the battle in a short amount of time.

STRATEGY PRACTICE **How does the author organize the evidence about different theories of what happened at Little Bighorn?**

_____

_____

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **Information in the passage _____.**
   - Ⓐ disproves the new theory of Custer's last stand
   - Ⓑ raises doubts about the old theory of Custer's last stand
   - Ⓒ questions whether Custer won the battle
   - Ⓓ proves what happened to the horses

2. **What first caused experts to reexamine what happened at Little Bighorn?**
   - Ⓐ new Native American accounts of the battle
   - Ⓑ the discovery of the original battlefield
   - Ⓒ new technology for studying bullets
   - Ⓓ a prairie fire on the battlefield

3. **According to the passage, the newer theory about Custer's last stand started _____.**
   - Ⓐ just after the battle in 1876
   - Ⓑ in the 1980s
   - Ⓒ with the discovery of the soldiers' bodies
   - Ⓓ with the belief that soldiers are always heroic

4. **How does the author say investigators support the idea that there is a different theory for what happened at the Battle of the Little Bighorn?**
   - Ⓐ Investigators described eyewitness accounts.
   - Ⓑ Investigators explained the methods of their investigation.
   - Ⓒ The investigators proved why the soldiers died quickly.
   - Ⓓ The investigators reconstructed movements on the battlefield.

Name: _____

READ THE PASSAGE Look for the causes and effects of the python problem in Florida.

Florida's Python Problem

Sometimes pets are more than we can handle, like when a small puppy grows up to be a huge dog. People can usually find a new home for a big dog, but a giant pet snake is not so easy to give away. As a result, some people in Florida have released their pet pythons into the wilderness of the Florida Everglades. Problem solved? Only for the pet owners.

The snakes that are the biggest problem are Burmese pythons. These snakes are not native to the Everglades. Pet dealers originally brought them to the United States from Southeast Asia. Because Burmese pythons are not native, they disrupt the natural order of the Everglades' ecosystem.

The snakes' size and strength are also a problem. Burmese pythons can grow to be 20 feet long. There are reports of terrifying battles between pythons and alligators in the Everglades. Even more worrisome is the impact on creatures that are no match for the monster snakes. For example, biologists have discovered endangered birds, bobcats, and woodrats in pythons' stomachs.

Another effect of python dumping is the spread of these snakes beyond the Everglades. Pythons swim well and can move more than a mile a day on land. In addition, one snake can produce nearly 100 eggs. Their wide range of movement and high rate of birth means that the snakes can quickly overrun a habitat.

As a result of this scary scenario, Florida park rangers, wildlife officials, and others are on "python patrol." They capture and kill Burmese pythons to try to keep the numbers under control. There is also a greater effort to teach people about the responsibilities of keeping a python.

STRATEGY PRACTICE Underline the words in the passage that signal cause and effect.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these has caused Burmese pythons to be found in the Florida Everglades?**
   - Ⓐ pet owners who let them go
   - Ⓑ pet dealers who released them into the wild
   - Ⓒ the large number of eggs the snakes produce
   - Ⓓ the snakes' ability to swim and move well

2. **One effect of pythons in the Everglades is _____.**
   - Ⓐ they can grow to 20 feet long
   - Ⓑ they put endangered animals at greater risk
   - Ⓒ biologists can study them in their natural habitat
   - Ⓓ they control the alligator population

3. **Which evidence best explains why pythons are spreading beyond the Everglades?**
   - Ⓐ Pythons are not native to the Everglades.
   - Ⓑ Burmese pythons can grow to 20 feet long.
   - Ⓒ Pythons can swim and move well on land.
   - Ⓓ Florida park rangers are on "python patrol."

4. **Which of these happened after pythons became a problem in Florida?**
   - Ⓐ Pythons grew too big to handle at home.
   - Ⓑ Owners became educated about pythons.
   - Ⓒ People no longer got pythons as pets.
   - Ⓓ Pet dealers stopped bringing pythons to the United States.

Name: _____

READ THE PASSAGE Think about the order in which the events in the passage occurred.

Growing Good Examples at the White House

In 2009, people praised First Lady Michelle Obama for planting a vegetable garden soon after moving into the White House. The hope was that growing vegetables on the White House lawn would encourage Americans to eat more healthfully and motivate other families to grow fresh produce, too. It might seem like a new idea to plant a presidential garden to influence national behavior. However, earlier presidents and first ladies also used the White House grounds to set a good example.

In 1943, during World War II, First Lady Eleanor Roosevelt planted a "victory garden" at the White House. The goal was to get Americans to grow small gardens to feed themselves. That way, more food was available to send to American soldiers fighting overseas. Mrs. Roosevelt was widely admired, and her garden inspired many families to plant more food for themselves.

Twenty-five years earlier, during World War I, President Woodrow Wilson used the White House lawn to send a message to Americans. Wilson brought in a flock of sheep to cut the grass. It was a novel way to show how to use "natural resources" during wartime.

There was a time when a vegetable garden at the White House was simply practical. President John Adams planted the first garden in 1800. Adams didn't need to set an example, since most of the nation were already farmers. He just wanted food for his family and guests to eat!

STRATEGY PRACTICE Why do you think the author chose this way of organizing the passage?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these events happened third?**
   - Ⓐ World War I took place.
   - Ⓑ Michelle Obama became First Lady.
   - Ⓒ John Adams planted a garden.
   - Ⓓ Eleanor Roosevelt planted a victory garden.

2. **According to the passage, one reason for starting a White House garden is _____.**
   - Ⓐ to help support the war effort
   - Ⓑ a lack of natural resources
   - Ⓒ being part of a nation of mainly farmers
   - Ⓓ having a first lady the country admired

3. **Which statement is evidence that influencing national behavior is *not* a new idea?**
   - Ⓐ Michelle Obama planted a garden in 2009.
   - Ⓑ A White House garden can encourage people to eat more vegetables.
   - Ⓒ The White House had a garden as early as 1800.
   - Ⓓ Most Americans grow their own fresh produce.

4. **The earliest White House garden was used to _____.**
   - Ⓐ feed a flock of sheep
   - Ⓑ feed the president's family
   - Ⓒ inspire others to grow food
   - Ⓓ support the war effort on the home front

Name: _____

READ THE PASSAGE Think about how the author introduces each character and tells the events in the story.

Three Parts for Three Characters

Denzel could hear the sounds of the song "Follow the Yellow Brick Road" as he walked closer to the auditorium. He was relieved that the auditions weren't over. He really wanted to try out for the sixth-grade production of *The Wizard of Oz*. Waiting in the hall were his two best friends, Colin and Felipe. Colin was walking on his hands in a wide circle. Then he did a back flip, a cartwheel, and a backward leap into a handstand. Felipe was doing his favorite herky-jerky robot dance.

Just as Denzel reached the boys, there was a sudden boom outside. "What was that?" Denzel shouted. He had a voice that could be loud and strong one moment and drop to a whisper the next instant.

"It's thunder," Colin laughed. "You should audition for the role of the character who needs courage!"

"Come on!" Felipe urged with a stiff turn and bow to end his dance. "We'll miss our turns!"

The trio hurried inside the auditorium. A girl named Rachel, with hair teased like a lion's mane, was beginning her audition. The boys watched her. She pranced around the stage like a lion, but she spoke very quietly, and it was hard to hear her. When she finished, Felipe auditioned by dancing like a robot. Colin went next, showing his acrobatic skills. Denzel went last.

When the auditions ended, each boy had the perfect part for his talents. Colin was the Scarecrow, who is supposed to flop, slip, and slide all over the stage. Felipe's robot moves were just like the Tin Man in his rusty metal suit. And Denzel's booming roar and soft whisper made him the best Cowardly Lion the play could have.

STRATEGY PRACTICE **If the author began the passage by telling you what part each boy received, how would it change your reaction to the story?**

_____

_____

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **There is evidence in the passage to support the idea that Denzel _____.**
   - Ⓐ has never acted in a play before
   - Ⓑ is always late
   - Ⓒ is easily startled
   - Ⓓ does not get along with Colin

2. **In the passage, which of these happens first?**
   - Ⓐ The boys get the perfect parts.
   - Ⓑ Colin and Felipe practice in the hallway.
   - Ⓒ Denzel hears a loud clap of thunder.
   - Ⓓ A girl named Rachel finishes her audition.

3. **What is the most likely reason that Denzel got the part of the Cowardly Lion?**
   - Ⓐ It was the only part available.
   - Ⓑ He was scared of the thunder.
   - Ⓒ No one else auditioned for the part.
   - Ⓓ He had the right voice for the role.

4. **Why did Colin probably get the role of Scarecrow?**
   - Ⓐ He is good at doing acrobatics.
   - Ⓑ He is a very serious person.
   - Ⓒ He used dance moves during the audition.
   - Ⓓ He had his hair teased for the part.

WEEK 5

Determine Important Information

When readers determine important information, they identify the type of text they are reading and then concentrate on finding the essential ideas, events, or details from that text. For nonfiction, determining the important information often means finding the main idea. For fiction, it means understanding essential plot points, themes, or character actions.

DAY 1

Introduce the *Determine Important Information* strategy to students. Explain: **Good readers look for information that helps them understand what they are reading or answers a question they have.** Ask: **If you wanted to know which players scored during a football game, what information would you look for in a newspaper story about the game?** (mention of the times that each team scored points) **Information about the coaches or weather would not help you find out what you wanted to know. The important information would be the part of the story that told you who scored touchdowns or kicked field goals.** Direct students to read the instructions at the top of the page, study the Web page, and complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Determine Important Information* strategy. Point out the graph and text on the page. Say: **When you see a graph or chart along with text, it's helpful to study the relationship between them. First look for the information they have in common. Then you can look for the information that one tells you that the other does not. Consider what information is best presented in a graph. This graph shows the number of people who use the Internet. What else can you learn from looking at this graph?** (The number of people who use the Internet is increasing.) Have students read the directions at the top of the page. Then have students read the passage and study the graph. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Point out the index on the page to students and ask: **Why do some books have an index?** (to help us find information in the book about a specific topic) **Would you expect to find a main idea statement or a character's description in an index?** (no) **When we read different kinds of text, the information that is important is often different. So, sometimes an index will be organized in a special way.** Point out the text to the left of the index. Say: **The text tells us how the index is organized. We should read the text first so that we make the best sense of the index as we study it.** Have students read the instructions at the top of the page. Then direct students to read the text and study the index. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Determine Important Information* strategy. Have students look at the newspaper column briefly, and then ask: **What did you notice first?** Allow volunteers to share their answers, and then say: **I noticed the title of the column first. This is important information because it tells me what I am reading. When I look through a newspaper, the headlines and column titles help me recognize what I am looking for.** Have students read the directions at the top of the page and the newspaper column. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 5

Remind students of the strategy. Ask students if they recognize the type of text on the page (a program or playbill). Allow volunteers to share their experiences attending a performance where a playbill might have been handed out. Say: **A playbill tells a lot about the play or show you're watching. It tells you things that you most likely cannot learn from just watching the play.** Have students read the instructions at the top of the page and then study the playbill. Then direct students to complete the strategy and skill practice activities. Review the answers together.

Name: _____

Determine Important Information

READ THE WEB PAGE Look at each section carefully to understand what the Web page is about.

STRATEGY PRACTICE Describe what the SPORT POD is and what this Web page is mostly about.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. What is the purpose of the list across the bottom of the Web page?
   - Ⓐ to show that baseball is the Web site's main focus
   - Ⓑ to prove that the Internet is a good reference source
   - Ⓒ to explain why the Web site is popular
   - Ⓓ to identify the Web site's useful features

2. Why is the YES button highlighted?
   - Ⓐ to prove that the SPORT POD is up to date
   - Ⓑ to prove that the Web site has many features
   - Ⓒ to encourage users to join the Web site
   - Ⓓ to remind users that they can find out about their favorite players

3. What does the information after the asterisk at the bottom of the Web page explain?
   - Ⓐ that the site is free only for 90 days
   - Ⓑ how to pay for the site
   - Ⓒ that users pay only for the information they need
   - Ⓓ how to get a free one-year membership

4. What is the main purpose of the Web page?
   - Ⓐ to persuade people to join the SPORT POD
   - Ⓑ to encourage users to write about sports
   - Ⓒ to teach users how to be better players
   - Ⓓ to pay tribute to great players and teams

Name: _____

READ THE PASSAGE Read the passage and study the line graph.

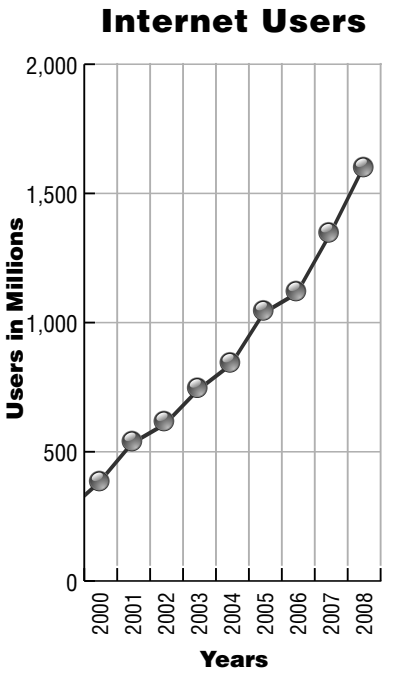
Internet Boom

Today the Internet is widely used in homes, schools, and businesses around the world. However, that hasn't always been the case. The Internet was first developed in the 1960s and 1970s by U.S. government scientists as a way of sharing information. The earliest version of the Internet was called ARPAnet, for Advanced Research Projects Agency network. In 1969, only four computers were connected to the ARPAnet. Just 20 years later, though, as computers became more commonly developed, over 80,000 computers were connected.

Use of the Internet has continued to grow dramatically. Experts estimate that about 1% of the world's population used the Internet in 1996. By 2008, that percentage grew to nearly 24%.

How do researchers count more than 1 billion users? Programs called web crawlers browse the Internet to monitor how many pages and users are out there. Web crawlers work automatically, collecting data once they are started. These programs are sometimes called "spiders" because they "crawl" around the Web.

As the Internet continues to grow, an increasing number of spiders scurry invisibly, collecting and sending information 24 hours a day.



STRATEGY PRACTICE What trend about Internet users does the graph show?

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What does the word "Boom" in the title mean?**
   - Ⓐ a loud noise
   - Ⓑ a government job
   - Ⓒ a computer program
   - Ⓓ a rapid increase

2. **The facts in the first paragraph support the idea that the Internet _____.**
   - Ⓐ is available mainly in the United States
   - Ⓑ has a wider use today than it did in the past
   - Ⓒ is seldom used by people in other countries
   - Ⓓ is used mainly by government scientists today

3. **Which idea does the graph support?**
   - Ⓐ The Internet stopped growing in 2008.
   - Ⓑ The Internet stopped growing after 2000.
   - Ⓒ The Internet grew rapidly after 2000.
   - Ⓓ The Internet was invented in 2000.

4. **Based on the graph, which statement is true?**
   - Ⓐ There were fewer Internet users in 2000.
   - Ⓑ There were more than 500 million Internet users in 2000.
   - Ⓒ The number of Internet users decreased each year from 2000 to 2008.
   - Ⓓ Internet growth was slight between 2000 and 2005.

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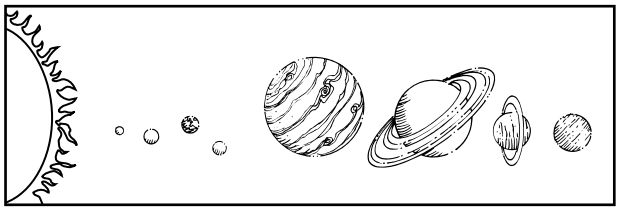
Name: _____

READ THE INDEX Read the index and the passage from a book about planets and space.

Index to
The Planets and Beyond

Each entry in this index is followed by the page numbers where the entry is discussed. Page numbers in **boldface** type indicate pages on which entries are defined. Page numbers in *italic* type indicate pages on which illustrations or photographs appear. The abbreviation "**Pr**" indicates a page on which the entry is used in a project.



Air. See Atmosphere.

Asteroids 210–219, **212**, *213*, 215 **Pr**

Astronomical Unit **15**

Astronomy **8**

Atmosphere 128–144, **128**
see also Radiation
of Earth 128–130, *130*
of other planets 131–144
ozone layer **129**, *131*

Auroras **47**, *102, 152*

Big Bang theory 6–11, **7**

Clusters 200–215, **212**, 202, 204
see also Nebulae Pleiades *202*

Comets 188–195, **189**, *192*

Constellations *35–78,* **36**, *52–54*
boundaries *37–39*
names (origins of) 41–46
zodiac 55–78, *66–78*, 78 **Pr**

Cosmic Rays *29–32,* **29**, *35*

Doppler Effect 218–221, 221 **Pr**

STRATEGY PRACTICE Describe the type of person who would need this book.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **On which page of *The Planets and Beyond* would you find the definition of "comet"?**
   - Ⓐ page 188
   - Ⓑ page 189
   - Ⓒ page 192
   - Ⓓ page 195

2. **On which page might you look if you needed to see an illustration of a comet?**
   - Ⓐ page 192
   - Ⓑ page 189
   - Ⓒ page 188
   - Ⓓ page 195

3. **What does a boldface number in the index indicate?**
   - Ⓐ a page with the most important information
   - Ⓑ a page with a definition of an entry
   - Ⓒ a page with an illustration
   - Ⓓ a page with a project

4. **According to the index, which topic is covered most thoroughly in *The Planets and Beyond?***
   - Ⓐ Doppler Effect
   - Ⓑ Astronomy
   - Ⓒ Constellations
   - Ⓓ Cosmic Rays

Name: _____

READ THE COLUMN Read the question carefully before you read the response.

ASK Dr. Science

Dear Dr. Science:
I couldn't sleep at all last night. My sister says it was because I ate a bowl of really spicy chili right before bedtime, but I think that's ridiculous. Can spicy foods at bedtime really affect your sleep?
—Sleepless in Seacaucus

Dear Sleepless:
I know where you're coming from, as I often munch on jalapeño peppers before lights out. What does science say?

Researchers in Australia did an experiment to find out the effects of spicy foods on sleep patterns. They gave a group of people tasty late-night meals. Some nights, they got spicy meals with ingredients such as hot sauce and mustard. Other nights, their meals were mild.

It turns out that your sister is on to something. When participants ate spicy foods, their sleep patterns were changed. They took longer to fall asleep and they slept less overall, too.

Researchers aren't sure exactly how spicy foods change sleep patterns, but they have some theories. It could be due to simple stomach upset or indigestion. But they also suspect that body temperature plays a role. Spicy foods include a chemical that can raise the body's temperature. Other studies have connected increased body temperatures with poor sleep. So before you go to bed, put down the jalapeños and hot sauce!
—Dr. Science

STRATEGY PRACTICE **If you were writing a research report about sleep studies, what part of this column would you refer to?**

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which conclusion does Dr. Science draw based on the scientific study he mentions?**
   - Ⓐ Spicy foods are more healthful than mild foods.
   - Ⓑ Eating at bedtime is unhealthy.
   - Ⓒ Australians enjoy spicy foods at night.
   - Ⓓ Eating spicy foods can disturb sleep patterns.

2. **There is some evidence that higher body temperatures contribute to _____.**
   - Ⓐ poor sleep patterns
   - Ⓑ a preference for bland foods
   - Ⓒ sensitivity to spicy foods
   - Ⓓ a bigger appetite

3. **Which of these best describes the format of the "Ask Dr. Science" column?**
   - Ⓐ question and answer
   - Ⓑ interview
   - Ⓒ report
   - Ⓓ cause and effect

4. **Participants in the Australian sleep study were probably given mild meals because _____.**
   - Ⓐ they were tired of eating spicy foods
   - Ⓑ their temperatures increased too rapidly
   - Ⓒ researchers wanted to compare the effects of mild and spicy foods
   - Ⓓ researchers believed that mild foods might also disturb sleep patterns

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Name: _____

Determine Important Information

READ THE PLAYBILL Think about how the information in the playbill is arranged.

StageOne Productions
presents

Oklahoma!

Book by
Oscar Hammerstein II

Music by
Richard Rodgers

Lyrics by
Oscar Hammerstein II

Based on the play *Green Grow the Lilacs* by Lynn Riggs

Starring

Robert Brown
Mieka Morioka
Badra Owens
Tiffany Pielman
Celina Rodriguez
Zack Wallace

Also with

Tabitha Brown
Leslie Doherty
Raul Espinosa
Heather Gold
Reggie Hamner
Willis Hitchens
Maria Jose Peña
James Siliman
Paula Tish

Settings by
Lina Owens

Costumes by
Bradley Archer

Lighting by
Kalani Faralan

Sound by
Jonna McCarthy

Choreography by
Agnes De Mille

Directed by
Layne Tish

STRATEGY PRACTICE Why are the actors in the musical listed in two different sections on the playbill?

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The songs for the musical *Oklahoma!* were written by _____.**
   - Ⓐ Richard Rodgers and Oscar Hammerstein II
   - Ⓑ Jonna McCarthy
   - Ⓒ Layne Tish
   - Ⓓ Agnes De Mille and Layne Tish

2. **What do the boldface headings identify?**
   - Ⓐ the names of actors in the production
   - Ⓑ historical information about *Oklahoma!*
   - Ⓒ names of the musical's songs
   - Ⓓ people's roles in the musical

3. **Where would you probably find the name of a person who has a large singing and acting role in the musical?**
   - Ⓐ above the title
   - Ⓑ under the heading "Starring"
   - Ⓒ under the heading "Also with"
   - Ⓓ under the heading "Directed by"

4. **How did Agnes De Mille contribute to the production?**
   - Ⓐ She is the main dancer in the play.
   - Ⓑ She choreographed the dances.
   - Ⓒ She plays a character who is a dancer.
   - Ⓓ She directed the actors in the musical.

WEEK 6

Ask Questions

By asking questions, readers can set a purpose for reading or make sure they understood what they have read. Good readers ask questions to involve themselves with the text and often ask questions before, during, and after they read.

DAY 1

Introduce the *Ask Questions* strategy to students. Explain: **One way good readers stay engaged and check their understanding is to ask questions. You can ask questions before, during, or after you read. When we ask questions before we read, we set a purpose for reading. The questions we ask can guide our reading.** Tell students they will read about a man who some people think created the Bigfoot legend. Prompt students to think of questions about what they might read. Model by saying: **I want to know who this person is. I also want to know a little more about Bigfoot.** On the board, write: "Who created the Bigfoot legend? Where is Bigfoot supposed to have lived?" Tell students they will look for these answers as they read. Then prompt students to think of a question they want to know the answer to. Have them write the question in the space provided for the strategy practice activity. Then direct students to read the instructions and passage before completing the strategy and skill activities. Review the answers together. If students have asked a question that cannot be answered by the passage, brainstorm ways of answering the question (looking up the topic; on the Internet; etc.).

DAY 2

Remind students of the *Ask Questions* strategy. Say: **When we ask questions during reading, we are monitoring our comprehension and focus. Asking a question while reading keeps us engaged with the text and sometimes alerts us to information in the text that we don't understand.** Have students read the instructions at the top of the page. Tell students to think of a question as they read the first paragraph. Direct students to write their question in the space provided for the strategy practice activity before they finish reading the passage. Have students read the rest of the passage, and then invite volunteers to share their questions. Discuss which questions helped students focus and those that signaled being confused by information in the passage. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the *Ask Questions* strategy. Tell students that asking a question after they read is a good way to check that they understood what they have read. Say: **When we ask questions after we read, we are reviewing what we have read to make sure we understand it. We ask ourselves the types of questions that we find on tests or in our textbooks.** Have students read the instructions at the top of the page and the passage. Then direct students to complete the strategy practice activity in pairs or as a group. Have students ask each other questions. Finally, direct students to complete the skill practice activity independently. Review the answers together.

DAY 4

Remind students of the *Ask Questions* strategy. Then ask: **When you read, when should you ask questions, and why?** (before reading to set a purpose for reading, during reading to stay engaged and identify areas of confusion, and after reading to check comprehension) Tell students they are going to read about modern tigers and smilodons, or saber-toothed tigers. Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 5

Remind students of the *Ask Questions* strategy. Tell students they are going to read about physical education in ancient Greece. Then have students read the instructions at the top of the page and read the passage. When students have finished, pair students or complete the strategy practice activity as a group. Then direct students to complete the skill practice independently. Review the answers together.

Name: _____

READ THE PASSAGE Think of a question about the topic of Bigfoot. As you read, look for the answer.

Ray Wallace's Bigfoot Hoax

For decades, people have heard about sightings of a gigantic creature in the forests of the Pacific Northwest. According to the stories, the creature always left huge footprints. A logger named Ray Wallace helped popularize these stories about the creature known as Bigfoot.

In 1958, one of Wallace's workers told a newspaper about spotting the creature's tracks. Wallace explained that his workers were scared of the beast. The story spread, and some people connected the creature to other legendary monsters, especially the Abominable Snowman, or Yeti, said to live in the mountains of Nepal. Wallace had pictures and film footage of a huge, furry primate to back up his story. He also tried to sell castings of giant footprints and recordings of the creature's cries.

But in 2002, after Ray Wallace died, his family members had their own story to tell. They said that Wallace was a prankster and made the giant footprints himself. Wallace's wife admitted dressing up in a Bigfoot costume as part of the hoax. Apparently, Ray Wallace enjoyed fooling people. He told his Bigfoot stories for decades. However, Wallace certainly was not responsible for all the other reported sightings of Bigfoot. In fact, some people continue to report seeing the monster. Despite some people's belief that Bigfoot exists, when Ray Wallace passed away, his own son said, "Bigfoot is dead."

STRATEGY PRACTICE Write a question you have about the passage. Then write the answer you found.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **In the passage, the author mainly tries to _____.**
   - Ⓐ entertain readers with colorful tales about Bigfoot
   - Ⓑ inform readers about a famous prank
   - Ⓒ persuade readers that Wallace was a criminal
   - Ⓓ instruct readers on how to create their own hoaxes

2. **Why does the author include the quotation from Wallace's son at the end of the passage?**
   - Ⓐ to show that many still believe in Bigfoot
   - Ⓑ to show how the son felt about his father's death
   - Ⓒ to show that the son does not believe in Bigfoot
   - Ⓓ to persuade readers that the monster exists

3. **Which detail might be true for a Yeti, but *not* for Bigfoot?**
   - Ⓐ It lives in Nepal.
   - Ⓑ It is large and furry.
   - Ⓒ Ray Wallace invented stories about it.
   - Ⓓ People are frightened by it.

4. **Which of these is one theme of "Ray Wallace's Bigfoot Hoax"?**
   - Ⓐ Many things in nature cannot be explained.
   - Ⓑ Nature is filled with terrifying things.
   - Ⓒ Secrets are safe with families, even after members of a family die.
   - Ⓓ One person's monster may be another person's prank.

Name: _____

READ THE PASSAGE Think of one question you have about each paragraph.

Ephesus

Although tourists might think the best place to view Roman ruins would be the modern city of Rome, they would be mistaken. There is one city that helps visitors understand better than any other what it must have been like to live in the ancient Roman world. That city, in western Turkey, is Ephesus (EF-ih-sus). In Ephesus, visitors find fabulous ruins from around AD 100, such as the magnificent library and a theater that once seated 24,000 audience members. The ruins are among the best-preserved in the world and include houses, temples, and baths. Tourists can also visit ancient residences, complete with marble floors and frescoes painted on the walls.

Ephesus used to serve as an important trading center for the Roman Empire because it had access to the Aegean Sea. However, the river that led to the Aegean filled with silt, and today Ephesus is miles inland. The city was deserted in the Middle Ages. Visitors to Ephesus can walk down a Roman road and see buildings that the ancient Romans saw. They can appreciate feats of engineering that are still impressive, such as the incredible acoustics in the huge open-air theater. Here, Roman audience members once listened to classical plays and watched gladiators fight. At Ephesus today, tourists can experience the ancient Roman Empire in its most inspiring form.

STRATEGY PRACTICE Write a question you thought of while reading each paragraph.

_____

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The author is mainly trying to _____.**
   - Ⓐ inform readers how Ephesus has changed over time
   - Ⓑ persuade readers that Ephesus is the best place to see Roman ruins
   - Ⓒ entertain readers with a story about Ephesus
   - Ⓓ compare the ruins in Ephesus to the ruins in Rome

2. **Unlike Rome, the city of Ephesus _____.**
   - Ⓐ was deserted in the Middle Ages
   - Ⓑ is still an important city
   - Ⓒ was a major center of the ancient Roman Empire
   - Ⓓ contains ancient ruins

3. **Which one best describes the author's attitude toward Ephesus?**
   - Ⓐ The author is critical of Ephesus.
   - Ⓑ The author is upset that Ephesus was abandoned.
   - Ⓒ The author thinks Ephesus is important.
   - Ⓓ The author is pleased that visitors prefer Rome to Ephesus.

4. **One theme of the passage is that _____.**
   - Ⓐ it is important today to visit spiritual centers
   - Ⓑ people can learn more from cities in the present than cities in the past
   - Ⓒ important civilizations developed near water
   - Ⓓ people can learn about the past by exploring ancient ruins

Name: _____

READ THE PASSAGE Think of a question that can be answered with information from the passage.

Taking Action

At Seven Oaks Middle School, Daniela Carrera was searching for a club to join. There was a dance club, a choir, an exercise club, and an action club that found creative ways to raise money for other people. Daniela was thinking about joining the dance club because she loved dancing.

Then Daniela's friend Ciara told her about the action club's new project. At first, Daniela was skeptical. "Why would people in a nursing home want a video-game console?" she asked Ciara.

"This would be a specific kind of console that plays fitness games. The games help people who need to exercise and move around but who can't get to a gym or exercise safely outdoors. Besides, everybody loves video games, don't they?" Ciara replied.

"Not my great-grandmother," Daniela said, laughing. But she agreed to go to the club meeting the next day.

At the meeting, Mr. Washington, the club's advisor, explained to Daniela and the others how fitness video games help motivate people to move. He described how the consoles can even help distract people who suffer from severe pain. That was all Daniela needed to hear.

"How can I help?" she asked as she signed up for the club.

"We're selling raffle tickets. With the money we raise, we'll buy two fitness consoles. We'll give one to the winner of the raffle. We'll give the other console to the nursing home," explained Mr. Washington.

"Great! Let's get started. I'm motivated to sell some tickets today!" said Daniela.

STRATEGY PRACTICE Write a question about information from the passage. Then ask a partner to answer it.

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is one theme of "Taking Action"?**
   - Ⓐ It is important to help your family.
   - Ⓑ Helping others is important.
   - Ⓒ Exercising is more important than having fun.
   - Ⓓ When we fail, we must try again.

2. **How is the action club different from the other clubs Daniela could join?**
   - Ⓐ You need to be invited to join the action club.
   - Ⓑ You need to try out for the other clubs.
   - Ⓒ In the action club, you raise money for causes.
   - Ⓓ In the other clubs, you make more friends.

3. **What is the author's main purpose for writing "Taking Action"?**
   - Ⓐ to inform readers about nursing homes
   - Ⓑ to describe clubs at a school
   - Ⓒ to persuade readers to buy video games
   - Ⓓ to tell readers a story about a club project

4. **Which of the following is *not* a theme of the passage?**
   - Ⓐ Doing good deeds will win you friends.
   - Ⓑ Working together, you can help others.
   - Ⓒ Young people can make a difference.
   - Ⓓ Friends can inspire each other to do good things.

Name: _____

READ THE PASSAGE Ask yourself questions to make sure you understand what you read.

The Smilodon and the Tiger

Although the now-extinct smilodon is also known as the saber-toothed tiger, it was not a close relative of the modern tiger. The more scientists study the two big cats, the more differences they find.

Tigers travel by themselves and run fast while chasing their prey. The smilodon, on the other hand, probably lived in packs. With much shorter tails than today's tigers, the smilodon did not have the balance to run at top speeds. It probably caught its prey by hiding quietly until an animal came near. Then, the smilodon would surprise its prey.

Another main difference between today's tiger and the smilodon is the size of the smilodon's teeth. It is known as a "saber-toothed" cat because of two enormous teeth that grew from the top of its jaw. These teeth grew up to seven inches long and were surprisingly fragile. The smilodon probably used the teeth to bite into soft parts of its prey's body, such as its stomach. A modern tiger's teeth are much smaller, but they are stronger.

The smilodon lived in North and South America from about two million years ago until about ten thousand years ago. Tigers, of course, still exist today and live in eastern and southeastern Asia. No one knows for sure why the smilodon became extinct. However, scientists do know that many of today's tiger species are in danger of becoming extinct because of loss of habitat and human activity.

STRATEGY PRACTICE Write a question you had while reading. If you learned the answer, write it down.

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Although the smilodon and the tiger were not close relatives, what did they have in common?**
   - Ⓐ Both lived in North and South America.
   - Ⓑ Both had long tails and long legs.
   - Ⓒ Both hunted prey.
   - Ⓓ Both became extinct because of hunting.

2. **What is the author's purpose of the passage?**
   - Ⓐ to persuade readers to protect tigers
   - Ⓑ to entertain readers with a story about a make-believe animal
   - Ⓒ to inform readers about tiger habitats
   - Ⓓ to describe two kinds of big cats

3. **According to the passage, one difference between the smilodon and the tiger is _____.**
   - Ⓐ the size of their teeth
   - Ⓑ the size of their ears
   - Ⓒ the kind of food eaten
   - Ⓓ the length of time they lived on Earth

4. **One message of the passage is that _____.**
   - Ⓐ the largest animals are the best hunters
   - Ⓑ animals that look similar can actually be quite different
   - Ⓒ modern tigers need to be more like smilodons if they are to survive
   - Ⓓ the fate of animals of the past was controlled by humans

Name: _____

READ THE PASSAGE Write questions about the parts of the passage you find difficult to understand.

Ancient Greek PE

If your favorite class is physical education, you would have been happy in ancient Greece, especially if you were a boy. The ancient Greeks believed that physical fitness was important and that a strong body was necessary for a strong mind. Teachers taught boys gymnastics and other sports. Boys also learned to swim, wrestle, and throw a discus and spear.

From the time they were seven years old, boys went to school at a gymnasium, where all of their education took place. On the other hand, young girls were educated at home, mostly by their mothers. All girls learned domestic skills, and wealthy girls learned to read and write. While they did learn to dance, physical education was not thought to be as important for girls.

In the gymnasiums, live music accompanied physical training. Ancient Greeks believed that music was important for the soul. As wealthy boys grew into young men, they trained to take part in important competitions like the Olympic Games. The best athletes competed for their regions. Although winners did not receive prize money, they did win fame. Greeks believed the winners were favored by their gods. The physical training that boys received also helped turn them into the strong and fit soldiers that they were expected to become.

STRATEGY PRACTICE Write a question about something that confused you in the passage. Discuss it with a partner.

_____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The author's purpose in writing this passage is mainly to _____.**
   - Ⓐ convince readers to improve physical education programs in this country
   - Ⓑ inform readers about physical education in ancient Greece
   - Ⓒ entertain readers with a story about the Olympic Games
   - Ⓓ persuade readers to exercise more
2. **What is one difference in the way boys and girls were educated in ancient Greece?**
   - Ⓐ Girls were educated at home.
   - Ⓑ Girls were educated in a boarding school.
   - Ⓒ Boys were educated by their mothers.
   - Ⓓ Boys were educated at home.
3. **Why does the author include information about girls' education in ancient Greece?**
   - Ⓐ to show what happened at gymnasiums
   - Ⓑ to illustrate the equal treatment that boys and girls received
   - Ⓒ to explain how girls became skilled musicians
   - Ⓓ to contrast how boys and girls were educated
4. **What physical fitness activity did girls learn?**
   - Ⓐ homemaking
   - Ⓑ dancing
   - Ⓒ running
   - Ⓓ jumping

WEEK

7

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Tell students that reading comprehension almost always involves looking for the *Main Idea and Details*. Explain: **Each passage has a main idea, and each paragraph in a passage has a main idea. Also, within each paragraph, there are important details that support the main idea of the passage or paragraph. Good readers can distinguish between ideas that support the main idea and those that are extra information.** Have students read the instructions at the top of the page. Then remind them of the *Monitor Comprehension* strategy (Week 1). Tell students to read slowly and think about what they are reading. Then direct students to read the passage and complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Ask students to recall what a main idea is and what details are. (The main idea tells what something is mostly about, and details are additional information that supports the main idea.) Tell students that fictional stories can have a main idea, just as nonfiction passages do. Then remind students of the *Visualization* strategy (Week 3). Say: **As you read, make a mental image of what is happening in the story. This will allow you to recall the important details more easily.** Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Sequence* skill to students. Say: **Sequence can refer to the order of things in a series, the order of things based on when they happen, or the order of steps or instructions that need to be followed.** Tell students they will read about a pond ecosystem. Say: **As you read, pay attention to when things happen.** Then remind students of the *Monitor Comprehension* strategy. Say: **As you read, you may wish to make notes in the margin to help you remember what happens first, second, and so on, in a pond.** Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Sequence* skill. Then say: **The passage you are about to read contains dates. When good readers see dates in a passage, they often pay attention to these dates and the events that are connected to them.** Draw a timeline on the board. Say: **If you read something that contains many dates, a timeline is a good way to organize information you are reading.** Then remind students of the *Visualization* strategy. Say: **You can also make a mental image of the event that is described for each date. This will help you remember the date better.** Have students read the instructions at the top of the page and the passage. Then direct students to complete the strategy practice activity. Invite volunteers to use their own answers to fill in the timeline that you drew. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills. Remind students of the *Monitor Comprehension* strategy. Say: **Read each item in the skill practice activity before you read the passage. Then, as you are reading the passage, you can look for the information that you need to answer the questions.** Have students read the instructions at the top of the page and read the passage. Then direct students to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Pause after each paragraph and consider what that paragraph was mostly about.

Prometheus

In ancient Greek mythology, Prometheus was a Titan, one of the most powerful gods. Yet even though he was a god, he found humans interesting. Zeus, the ruler of all the gods, did not care about human struggles, but Prometheus wanted to help mortals.

According to the myths, Prometheus looked for ways to help humans solve their problems. For example, he taught people how to make bricks to build homes, how to tell the seasons by looking at the stars, and how to navigate their ships. Humans, with the help of Prometheus's knowledge, began to advance. They became more independent.

Zeus ordered Prometheus not to help the humans, but Prometheus continued. After Prometheus stole fire from Zeus and gave it to people, Zeus grew incredibly angry. Until then, Zeus alone had controlled fire. By giving it to the humans, Prometheus was offering them the final power they needed to grow and prosper without the help of the gods.

Zeus was furious. "You dared to defy me?" cried Zeus. "You brought fire to those too foolish to use it properly. Now you must be punished!" Zeus chained Prometheus to a mountain and sent an eagle to tear at his flesh. While Prometheus remained bound and helpless, the eagle ate his liver. Each day, the liver grew back, and the eagle attacked it anew.

Prometheus's torture continued for years. Finally, Heracles, a brave warrior and one of Zeus's sons, could no longer stand to see Prometheus suffer. Heracles killed the eagle and set Prometheus free.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these statements best tells the main idea of the passage?**
   - Ⓐ Zeus and Prometheus fought about Heracles.
   - Ⓑ Zeus told Prometheus to avoid humans.
   - Ⓒ Prometheus was chained to a mountain, and an eagle ate his liver.
   - Ⓓ Prometheus disobeyed Zeus by sharing knowledge with humans.
2. **Which of these is the main idea of the second paragraph?**
   - Ⓐ Prometheus wanted to see humans prosper.
   - Ⓑ Prometheus thought humans were foolish.
   - Ⓒ Zeus kept Prometheus away from humans.
   - Ⓓ Prometheus helped humans, but they were ungrateful.
3. **Which detail explains why Zeus finally decided to punish Prometheus?**
   - Ⓐ Prometheus gave fire to humans.
   - Ⓑ Prometheus was a Titan.
   - Ⓒ Prometheus taught humans to make bricks and build homes.
   - Ⓓ Prometheus got help from Heracles.
4. **Which of these details shows that Prometheus's torture was ongoing?**
   - Ⓐ Zeus chained Prometheus to a mountain.
   - Ⓑ Prometheus's liver grew back, and the eagle attacked it again and again.
   - Ⓒ Prometheus was bound and helpless.
   - Ⓓ Heracles killed the eagle and freed Prometheus.

STRATEGY PRACTICE Summarize what you learned about Prometheus for a partner.

Name: _____

READ THE PASSAGE Look for details that support each paragraph's main idea.

A Diagnosis

Every Sunday at exactly 11:00 AM, my whole family gathers in the lobby of the Oak Valley Manor for Senior Citizens. That's when my parents, my brother Phillip, and I join my great-grandmother June for Sunday brunch, a spectacular buffet of omelets, pancakes, French toast, and all the other foods people don't usually have time to prepare or get to eat during the school week.

Something different about Sunday brunch lately was the change in Dr. Shepard, a friend of my Great-Grandma June, who eats brunch with us. When I first met Dr. Shepard, he used a walker to get around but still stood straight and tall and always smiled. Lately he seemed to move more slowly, hunched over his walker, and rarely smiled.

Recently, our dog Scout had been tired and hadn't wanted to play. Since pets are allowed in the Manor on Sundays, we decided to bring Scout along. As we walked in, we heard someone holler, "Come, Scout!" From a nearby chair, Dr. Shepard reached out his arms. Scout ran to him, her tail wagging wildly. He scratched behind Scout's ears and gently rubbed her belly.

"Dogs are the best!" he said. "And I should know. I used to be a vet."

"Wow, you were that kind of doctor? Maybe you can figure out what's wrong with Scout."

Dr. Shepard chuckled. "Maybe I can!" And with a huge smile he added, "Go ahead and join your family. I'll stay right here with Scout and see if I can make a diagnosis."

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What change does the narrator notice about Dr. Shepard before Dr. Shepard sees Scout?**
   - Ⓐ Dr. Shepard no longer joins the family for brunch.
   - Ⓑ Dr. Shepard moves more slowly and smiles less often.
   - Ⓒ Dr. Shepard is healthier and happier.
   - Ⓓ Dr. Shepard is no longer friends with Great-Grandma June.
2. **What is the main idea of the passage?**
   - Ⓐ A family brings their dog Scout to see a vet.
   - Ⓑ The Manor has a great buffet every Sunday.
   - Ⓒ Scout and Dr. Shepard are not feeling well but may be able to help each other.
   - Ⓓ The family visits Great-Grandma June at Oak Valley Manor every Sunday.
3. **Which detail from the passage tells you that something is wrong with Scout?**
   - Ⓐ Scout is tired.
   - Ⓑ Scout runs to Dr. Shepard.
   - Ⓒ Scout wags her tail wildly.
   - Ⓓ Scout visits the Manor.
4. **What does the family normally do at Oak Valley Manor?**
   - Ⓐ They take Scout to see Dr. Shepard.
   - Ⓑ They eat brunch with Great-Grandma June.
   - Ⓒ They spend the morning with Scout.
   - Ⓓ They pick up Great-Grandma June for a day out.

STRATEGY PRACTICE Describe the part of the passage that was easiest for you to visualize.

_____

_____

Name: _____

READ THE PASSAGE Pay attention to the details of what happens in a pond and the order in which things happen.

The World in a Pond

An ecosystem is a community of living and nonliving things that work together. Organisms, light, heat, soil, water, and the atmosphere are all parts of an ecosystem. Any alteration to an ecosystem—such as changes in temperature, the kinds of animals living there, or pollution—can affect all parts of it. This can be especially obvious in the small, enclosed ecosystem of a pond.

In a pond, sunlight helps tiny plants called algae grow. Algae release oxygen, which fish need in order to breathe. Algae are also food for other tiny organisms. Fish eat the organisms and give off carbon dioxide, which plants use to grow.

Imagine what would happen, however, if something changed in the pond. For example, if sunlight didn't reach the pond because of thick pollution, or if the temperature of the water grew colder or warmer, the algae wouldn't grow. Without algae, there would first be less oxygen. Tiny organisms would starve. Fish would then die from the lack of oxygen. Plants would die without the carbon dioxide that fish give off. Then larger animals that eat the plants and smaller animals would not get enough food. Even humans, who eat the plants, fish, and larger animals, would feel the impact. The whole ecosystem would suffer.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these would happen first if algae stopped growing in a pond?**
   - Ⓐ Fish would die.
   - Ⓑ There would be less carbon dioxide.
   - Ⓒ There would be less oxygen.
   - Ⓓ Plants would die.

2. **After the tiny organisms that eat algae died, the next thing to happen would be that _____.**
   - Ⓐ the fish would die
   - Ⓑ plants would lack carbon dioxide
   - Ⓒ humans would go hungry
   - Ⓓ larger animals would have less food

3. **Plants would die in a pond after _____.**
   - Ⓐ the amount of oxygen decreased
   - Ⓑ humans were affected
   - Ⓒ larger animals went hungry
   - Ⓓ the amount of carbon dioxide decreased

4. **Which of these would be the last to feel the effects of a lack of algae?**
   - Ⓐ fish
   - Ⓑ plants
   - Ⓒ humans
   - Ⓓ tiny organisms

STRATEGY PRACTICE Make a numbered list telling the sequence of events that occur after algae disappears from a pond.

_____

_____

_____

_____

Name: _____

READ THE PASSAGE Pay attention to the dates and events described in the passage.

The Cliff Dwellers

Mesa Verde, which means "green table" in Spanish, is a high plateau in Colorado. Made of sandstone and shale, this plateau rises almost 2,000 feet above surrounding land. The mesa has many canyons with streams and rivers running through them. At the tops of the rocky canyon walls, there are many overhangs and cave-like alcoves that have formed from water seeping into the sandstone.

People first came to Mesa Verde sometime around AD 550. These early inhabitants dug into the floors of the alcoves, creating what are now called pit houses. Around 750, people moved out of the pit houses in the canyon walls and built above-ground houses from mud and stone. Then, around the year 1200, they returned to the alcoves in the canyon walls.

Nobody knows why the people returned to the cliff pit houses. They may have feared attack from other groups and believed the alcoves offered better protection. They may have wanted better shelter from the wind and blistering sun. Whatever the reason, the cliff dwellers stayed less than a hundred years in the pit houses after they had moved back.

By 1300, the cliff dwellings had been abandoned, probably because of a severe drought in the area. It wasn't until over four hundred years later that cowboys, trappers, and prospectors began to visit and photograph Mesa Verde, astonished by the sight of hundreds of cliff houses built into the walls of the canyons.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the passage, which event happened last?**
   - Ⓐ Mesa Verde inhabitants created pit houses.
   - Ⓑ Water seeped into the rock and created alcoves.
   - Ⓒ Cowboys, trappers, and prospectors learned of the cliff dwellings.
   - Ⓓ Cliff dwellers abandoned the canyon walls because of drought.
2. **What kind of homes did the Mesa Verde inhabitants first build?**
   - Ⓐ pit houses
   - Ⓑ cave houses
   - Ⓒ stone and mud houses
   - Ⓓ wooden houses
3. **The Mesa Verde inhabitants returned to the alcoves in canyon walls _____.**
   - Ⓐ before AD 550
   - Ⓑ around 750
   - Ⓒ around 1200
   - Ⓓ after 1300
4. **What were the last homes that the Mesa Verde people inhabited?**
   - Ⓐ cliff tops
   - Ⓑ pit houses
   - Ⓒ stone and mud houses
   - Ⓓ wooden houses

STRATEGY PRACTICE Describe how you visualized the cliff dwellings of the Mesa Verde people.

_____

_____

READ THE PASSAGE Think about the main events described in the passage and when they happened.

Marching to the Sea

On March 12, 2005, several hundred people marched 240 miles from the city of Ahmedabad (AH-mud-uh-BAHD) to the village of Dandi on the seacoast of India. They were reenacting Mahatma Gandhi's Salt March of 1930. Gandhi was an Indian whose nonviolent protests, or civil disobedience, led to India's independence from Great Britain. His program of civil disobedience began with the Salt March.

In 1930, India was a colony of Great Britain. The British had imposed a tax on salt in India to raise money. Salt was vitally important to Indians of every class and income level because it helped them preserve food and stay healthy in the country's intense heat. Gandhi and 78 followers decided to protest the tax by walking 240 miles to the sea.

The journey lasted 23 days. Every town Gandhi passed emptied as the inhabitants ran out to watch the march. By the time Gandhi reached the sea, thousands of people had joined him. People all over India bought and sold salt illegally. The protests grew to include peaceful defiance of other laws and taxes. Gandhi was arrested and jailed by the British, but he had achieved his goal of bringing the plight of India to the world's attention. He had also started the movement that, 17 years later, would end in India becoming an independent nation.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the main idea of the passage?**
   - Ⓐ India obtained independence from Great Britain in the 1940s.
   - Ⓑ Gandhi led a famous nonviolent protest in 1930.
   - Ⓒ Salt is vital to the people of India.
   - Ⓓ Great Britain imposed an unjust salt tax on India.

2. **According to the passage, what happened before the march ended?**
   - Ⓐ Gandhi was arrested and jailed.
   - Ⓑ India achieved independence.
   - Ⓒ Thousands of people joined the protest.
   - Ⓓ The British stopped taxing salt.

3. **What happened after the march ended?**
   - Ⓐ Inhabitants left their towns.
   - Ⓑ Gandhi was arrested and jailed.
   - Ⓒ Britain imposed a salt tax.
   - Ⓓ Gandhi began a program of civil disobedience.

4. **Which detail tells you that people supported Gandhi?**
   - Ⓐ They refused to use salt.
   - Ⓑ They stopped protesting unfair laws.
   - Ⓒ They protested his arrest.
   - Ⓓ They bought and sold salt illegally.

STRATEGY PRACTICE What was the reason for Gandhi's Salt March to the sea?

_____

_____

WEEK

8

Cause and Effect

Students practice identifying cause-and-effect relationships by looking for what happens (the effect) and why it happens (the cause).

Evaluate Evidence

Students practice evaluating evidence by identifying the author's main idea and examining the evidence the author uses to support that idea.

DAY 1

Introduce the *Cause and Effect* skill to students. Say: **When something happens, it is the *effect*. The thing that makes it happen is the *cause*.** Model by walking to the light switch and turning off the lights. Ask: **What caused the lights to go out?** (flipping the switch) **What is the effect of flipping the switch?** (The lights went out.) Say: **Often a writer will use causes and effects to explain a problem or a chain of events. The passage you will read is about wildfires. As you read, look for cause-and-effect relationships in the text.** Then remind students of the *Determine Important Information* strategy (Week 5). Point out that identifying important information helps you find causes and effects. Then have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Cause and Effect* skill. Say: **Fiction writers often use cause-and-effect relationships to create a problem for the characters in their story or to start a chain of events that moves the plot forward. Understanding what happens and why it happens in a story is important for good comprehension.** Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself questions to find the causes and effects in this passage.** Then direct students to read the passage before completing the skill and strategy practice activities.

DAY 3

Introduce the *Evaluate Evidence* skill to students. Say: **When writers write nonfiction, they usually do so to tell us more about something, to try to persuade us about a topic, or to teach us how to do something. When we read, we must figure out why an author wrote something and evaluate the evidence that the author provides for the claims he or she makes.** Tell students the passage they will read is about interesting rock formations in Utah. Point out the second sentence in the second paragraph. Say: **The writer is making the claim that water is responsible for the rock formations. In order to support this claim, the writer will likely explain how the water makes the rock formations.** Then remind students of the *Determine Important Information* strategy. Say: **As you read, think of each claim the author is making, and look for the important information that supports that claim.** Then direct students to read the passage before completing the skill and strategy practice activities.

DAY 4

Remind students of the *Evaluate Evidence* skill. Say: **When a writer gives a main idea, he or she will give you details that support the main idea. These details are evidence that support the author's claims.** Read the third sentence of the first paragraph. Say: **This is the main idea. What evidence would you expect to see to support this main idea?** (the properties of gold that make it valuable) Then remind students of the *Ask Questions* strategy. Say: **As you read, ask questions about the main ideas that the writer gives in the passage. Look for the supporting details in the passage.** Then direct students to read the passage and to complete the skill practice activity. Pair students for the strategy practice activity, or complete it as a group.

DAY 5

Tell students they will practice both the *Cause and Effect* and *Evaluate Evidence* skills. Tell students they will read about a woman named Shirley Chisholm. Say: **As you read, think about what Shirley Chisholm does and why she does these things. Also look for the claims that the writer is making and the evidence he gives to support these claims.** Then direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for the effects of wildfires listed in the passage.

Wildfires in Washington

Wildfires take place with alarming frequency in the drier areas of the United States, especially in the western states. Not only do the fires cause immediate damage by killing plants and animals in their path, but they can also have long-term effects that harm the ecosystem.

At the Hanford Reach National Monument in Washington State, different types of wildlife—such as the burrowing owl, the sagebrush vole, and the pygmy rabbit—abound. Visitors to Hanford Reach might also see elk, porcupines, and jack rabbits that live near the free-flowing Columbia River. The area is protected from development, which has helped these species thrive.

Over the last decade, several major wildfires have broken out at Hanford Reach. Thousands of acres have burned. One type of plant that has been severely damaged in the fires is sagebrush. This poses special problems for many of the species living in the park. First, animals such as the sage grouse depend on sagebrush as part of their natural habitat. It can take thirty years for sagebrush to grow large enough to provide shelter for these animals. Second, after the sagebrush burns, an invasive species called cheat grass can grow quickly in its place. Unfortunately, cheat grass burns more easily and at higher temperatures than sagebrush. That means that after sagebrush is destroyed, wildfires can occur more frequently and be even more devastating.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the passage, which is one immediate effect of wildfires?**
   - Ⓐ People stop visiting the area.
   - Ⓑ Cheat grass grows.
   - Ⓒ Plants are killed.
   - Ⓓ Animals must learn to live in new habitats.

2. **According to the author, why is it a problem when sagebrush burns in a fire?**
   - Ⓐ Animals move into the area where the sagebrush grew.
   - Ⓑ Sagebrush can take many years to grow large enough to provide shelter.
   - Ⓒ Young sagebrush plants grow rapidly and stop other species from growing.
   - Ⓓ Sagebrush burns hotter and more easily than other grasses.

3. **How are species protected at Hanford Reach National Monument?**
   - Ⓐ There are limits on land development there.
   - Ⓑ Wildfires rarely occur there.
   - Ⓒ National park workers take care of them.
   - Ⓓ Cheat grass provides a habitat for them.

4. **In the passage, which of the following is *not* a long-term effect of wildfires in Hanford Reach National Monument?**
   - Ⓐ Animals lose their habitat.
   - Ⓑ Cheat grass replaces sagebrush.
   - Ⓒ More destructive wildfires may occur.
   - Ⓓ People clear forests to help them regrow.

STRATEGY PRACTICE Write a sentence explaining why sagebrush is such an important plant at Hanford Reach National Monument.

_____

Name: _____

READ THE PASSAGE Think about the problem that Phil and Curtis face and what causes it.

Building a House of Cards

One day after school, Phil and Curtis were thinking of something fun to do. "Let's have a contest to see who can build the tallest house of cards," Phil suggested.

"Okay," said Curtis, "but you know I'm the house-of-cards champion."

"We'll see," Phil said as he took two packs of cards from his desk.

The two boys began working. Curtis first placed two cards so that they were touching each other at the top, making the shape of an upside-down V. Then, he did the same thing with two more cards, placing them beside the first pair. Soon, he had a line of cards that looked like teepees. Next, he placed cards flat across the tops of the teepees to make the foundation for the next level.

Phil stood four cards on their edges to form a tall rectangle. Then, he placed cards flat on top of the rectangle to make the foundation for his next level.

Now the brothers' troubles began. When Curtis tried to build his second level of teepees, he found that the cards on the bottom level would not stand. His teepees collapsed! When Phil tried to build his second level, the rectangle-shaped hut made of cards fell in a heap.

"Well, this is frustrating," said Phil.

"I have an idea," said Curtis. "Maybe my teepees would work better on top of your rectangle."

"Let's try it!" Phil said.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why do Phil and Curtis want to build houses with cards?**
   - Ⓐ They cannot find any other materials to build houses with.
   - Ⓑ They are thinking of something fun to do.
   - Ⓒ They are in a contest with their friends.
   - Ⓓ They are doing a school project.
2. **What happens when Curtis starts to build a second level for his house of cards?**
   - Ⓐ Phil says that he will help him.
   - Ⓑ His house of cards falls apart.
   - Ⓒ Phil knocks over the bottom level.
   - Ⓓ He wins the contest.
3. **Why is Phil frustrated?**
   - Ⓐ Curtis will not help him build his card house.
   - Ⓑ He runs out of cards for building his house.
   - Ⓒ Both his and Curtis's card houses fall.
   - Ⓓ Curtis's card house is bigger than his.
4. **What happens as a result of both Phil and Curtis having trouble building the second level?**
   - Ⓐ They decide to work together.
   - Ⓑ They decide to stop building.
   - Ⓒ They decide to start a new contest.
   - Ⓓ They decide to ask for help.

STRATEGY PRACTICE Write a question you had about what was happening in the passage. If you found the answer, write it.

_____

_____

Name: _____

READ THE PASSAGE Pay attention to the author's evidence for how hoodoos formed in the region.

Hoodoos in Bryce Canyon

Imagine the spires at the top of a sand castle—the kind you create by dripping layers of very wet sand. Hoodoos, a type of rock formation found primarily in Bryce Canyon, Utah, look something like wet sand, but they are made from colorful rock. Every year, millions of people come to Bryce Canyon to look at the pole-shaped hoodoos, which range from 5 to 150 feet tall.

What caused these amazing formations? Scientists believe that water is responsible. Over millions of years, water and ice have shaped the limestone of the area, creating canyons, deep bowls, plateaus, and hoodoos. On many days in this region, the temperatures are freezing at night and much warmer during the day. The sun melts snow, and the resulting water flows into cracks in the limestone. When the water freezes at night, it expands and causes the cracks to widen and pull the rock apart. This is called frost wedging. Another way that water shapes the hoodoos is simply through rainfall. The rain contains a small amount of acid, which causes the soft limestone to dissolve. Some layers of rock in the hoodoos are harder than other layers, making parts of the hoodoos wear away more slowly. This gives hoodoos their unusual shapes and appearances.

Visitors to Bryce Canyon can hike through miles of natural mazes formed by hoodoos. However, to protect the fragile spires, visitors are asked to stay on the trails. If they were to climb on the hoodoos, they could damage the formations and rob future generations of the chance to see something that took eons to form.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why does the author discuss sand castle spires at the beginning of the passage?**
   - Ⓐ to help readers visualize hoodoos
   - Ⓑ to remind readers of their childhood
   - Ⓒ to show that hoodoos are made of sand
   - Ⓓ to explain how people create hoodoos

2. **Which phrase provides the best evidence that hoodoos have an amazing appearance?**
   - Ⓐ Some layers of rock in the hoodoos are harder.
   - Ⓑ Over millions of years, water and ice have shaped the limestone.
   - Ⓒ When the water freezes at night, it expands.
   - Ⓓ Every year, millions of people come to Bryce Canyon to look at the hoodoos.

3. **Which statement is *not* made in the passage?**
   - Ⓐ Frost wedging shapes limestone.
   - Ⓑ Wind shapes limestone.
   - Ⓒ Water shapes limestone.
   - Ⓓ People can harm hoodoos.

4. **Which phrase best supports the idea that humans can affect the rock formations?**
   - Ⓐ Every year, millions of people come to Bryce Canyon.
   - Ⓑ Visitors can hike through miles of natural mazes formed by hoodoos.
   - Ⓒ If they were to climb on the hoodoos, they could damage the formations.
   - Ⓓ Scientists believe that water is responsible.

STRATEGY PRACTICE **What information from the passage would be important for writing a report about weathering in Bryce Canyon?**

_____

_____

Name: _____

READ THE PASSAGE Look for the evidence that the author gives to support each claim she makes.

The Value of Gold

People have treasured gold for thousands of years. But just what makes gold so valuable? Gold has several important properties that contribute to its value. First, it reflects light very well and has an attractive yellow color, making it ideal for use in jewelry. Second, it is very malleable, or easy to shape. Because gold is soft and easy to work with, it can be hammered into thin sheets that do not crack. These sheets can then be used to add decorative details to artwork or buildings. Third, it does not rust or wear away. It keeps its shape, which means that gold jewelry and art objects can pass from generation to generation and become more valuable over time. Fourth, gold is an excellent conductor of electricity, making it a good choice for electronics.

One of the most important reasons that gold is valuable, however, is that it is rare. Although gold exists in many places throughout the world, it is not easy to find or to mine. People who mine gold usually have to work very hard to get even tiny amounts of the precious metal. The fact that it is both beautiful and useful makes people want more of this precious metal than they can easily get, which drives up its price.

Finally, gold is valuable because people perceive it to be a symbol of wealth. Throughout recorded history, gold has been associated with wealth and power. Today we still value it for many of the same reasons that our ancestors did.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What evidence does the author use to support the idea that gold is ideal for use in jewelry?**
   - Ⓐ It reflects light well and is pretty.
   - Ⓑ It is very malleable and conducts electricity.
   - Ⓒ It is rare and hard to mine.
   - Ⓓ It has a high price and is used to decorate buildings.

2. **Which piece of evidence explains why gold is commonly used in electronics?**
   - Ⓐ It reflects light well.
   - Ⓑ It conducts electricity well.
   - Ⓒ It is very malleable.
   - Ⓓ It keeps its shape.

3. **Which statement does *not* explain why gold is valuable?**
   - Ⓐ Gold has several properties that make it useful.
   - Ⓑ Gold is desirable for making jewelry and other objects.
   - Ⓒ Gold is difficult to mine.
   - Ⓓ Gold has been treasured for thousands of years.

4. **Which statement best supports the idea that gold is rare?**
   - Ⓐ It is associated with wealth and power.
   - Ⓑ It is both beautiful and useful.
   - Ⓒ It is not easy to find or to mine.
   - Ⓓ It is soft and easy to work with.

STRATEGY PRACTICE Write a question that can be answered with information from the passage. Then have a partner answer the question.

_____

_____

READ THE PASSAGE Think about why the author wrote the passage and how Shirley Chisholm was important.

Shirley Chisholm

"Aim high!" Shirley Chisholm told her political supporters, and she practiced what she preached. Born in 1924 in Brooklyn, New York, Chisholm spent part of her childhood in the island nation of Barbados. She returned to New York later, graduated from Brooklyn College, and earned a Master of Arts degree at Columbia University. Chisholm spent some time working in early childhood education before running for political office in the New York State Assembly.

After serving in the assembly, Chisholm ran for U.S. Congress in 1968 and became the first African American woman to be elected. Chisholm opposed the Vietnam War, and in her first speech in Congress, she promised to vote against any more spending on defense. "Our children, our jobless men, our deprived, rejected and starving fellows, our dejected citizens must come first," she said.

Aiming higher still, in 1972 Chisholm decided to run for president of the United States. She was the first African American to run as a candidate for the presidency in a major political party, and she was the first woman to run for president as a democrat. Ultimately, the democrats chose George McGovern as their candidate. McGovern later lost the presidential election to republican Richard Nixon. Afterward, Chisholm explained that she was tired of waiting for change to come someday in the future. "I ran because somebody had to do it first. I ran because most people thought the country was not ready for a black candidate, not ready for a woman candidate. Someday—it was time in 1972 to make that someday come."

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Chisholm ran for U.S. president because _____.**
   - Ⓐ she disliked George McGovern
   - Ⓑ she wanted the Democratic Party to become a major political party
   - Ⓒ it was time for the first African American and female candidate
   - Ⓓ she lost her position in the U.S. Congress

2. **Which of the following best supports the idea that Chisholm believed in "aiming high"?**
   - Ⓐ She ran for the presidency in 1972.
   - Ⓑ She served in the New York State Assembly.
   - Ⓒ She was educated in Barbados.
   - Ⓓ She lost the election to George McGovern.

3. **Why does the author include the quote at the end of the passage?**
   - Ⓐ to show that Chisholm believed that George McGovern should not be president
   - Ⓑ to show that Chisholm believed that she would become president
   - Ⓒ to show that Chisholm was brave and admirable
   - Ⓓ to show that Chisholm's ideas changed between 1968 and 1972

4. **Chisholm vowed to vote against spending additional money on the war because she wanted _____.**
   - Ⓐ more money to be given to New York
   - Ⓑ the money to help poor people instead
   - Ⓒ people to oppose the Vietnam War
   - Ⓓ support from the Republican Party

STRATEGY PRACTICE What information in the passage is most important for understanding Shirley Chisholm's political career?

_____

WEEK

9

Compare and Contrast

Students practice comparing and contrasting by looking at the similarities and differences between two or more people or things.

Make Inferences

Students practice making inferences by using clues in a passage to understand what is being implied or inferred.

DAY 1

Introduce the *Compare and Contrast* skill to students. Say: **When we look at the similarities and differences between two or more things, we are comparing and contrasting.** To reinforce the concept, you may wish to draw a Venn diagram on the board and label the diagram "oranges" and "apples." Invite volunteers to list the similarities and differences between the fruits. Then tell students they are going to read about the eating habits of ancient Romans. Remind students of the *Make Connections* strategy (Week 2). Say: **As you read, make connections with the text in order to compare and contrast eating two thousand years ago with eating today.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Compare and Contrast* skill. Then tell students they are going to read two accounts of a whale-watching trip. Then remind students of the *Organization* strategy (Week 4). Say: **As you read, pay attention to how each account is organized.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Make Inferences* skill to students. Say: **A writer doesn't tell us everything that happens, because doing so would make what we are reading uninteresting, or because the extra information is not necessary for us to understand the writer's main point. Instead, the writer relies on us to make inferences as we read. When we infer, we use clues from the text and our prior knowledge to figure out the information that is not included.** Then tell students they are going to read about a way of helping people in poor countries. Remind them of the *Make Connections* strategy. Say: **Whenever you make an inference, you have to make a connection with what you are reading. You can't make an inference without drawing upon your prior experience.** Direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Make Inferences* skill. Say: **When we make inferences, we use our background knowledge and clues from the text to fill in information that we haven't been told directly.** Then tell students they are going to read about wolves in Yellowstone National Park. Remind students of the *Organization* strategy and of the common ways a passage can be organized (main idea and details, fact and opinion, compare and contrast, cause and effect, and problem and solution). Say: **As you read, pay attention to how the writer organizes her ideas. Stop after you read each paragraph and think about what that paragraph was mostly about and how the writer organized the information.** Then have students read the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Compare and Contrast* and *Make Inferences* skills by reading about a person who was important in the civil rights movement. Build background on the civil rights movement, if necessary, before students read the passage. When students have finished reading, direct them to complete the skill and strategy practice activities.

Name: _____

READ THE PASSAGE Compare the eating habits of ancient Romans to how people eat today.

Eating the Roman Way Today

It's hard to believe that there could be many similarities between the way we eat today and the diet and eating habits of ancient Romans. However, excavations at the ancient Roman towns of Pompeii and nearby Herculaneum have uncovered at least one significant parallel. Romans enjoyed convenient ways to get their food and ate on the go, just as we do today.

Buying baked bread is one example of a convenience in both the ancient and modern worlds. Most people today purchase bread in a store. There is evidence that Romans bought their bread, too, rather than baking it themselves. A large wall painting in Pompeii shows customers buying loaves of bread in a shop. Archaeologists have identified more than 30 shops that may have been bakeries. Signs on walls told Roman shoppers that certain vendors sold bread. In addition to these discoveries, archaeologists found that few homes in Pompeii had ovens, which suggests that most people did not bake at home.

Ancient Romans also had a version of take-out food. Pompeii is filled with shops that contain dishes to hold or display food. Many shops had built-in stoves that allowed them to cook and serve food. Types of foods that have been found in these shops include dates and lentils.

Archaeologists have also uncovered many houses with small barbecue grills. However, few of these houses had sets of dishes. Taken together, these pieces of evidence suggest that Romans frequently grabbed a quick bite to eat at home, right off the grill, or bought a meal to go. Sound familiar?

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The passage mainly compares and contrasts ancient and modern _____.**
   - Ⓐ food shops and stores
   - Ⓑ favorite foods
   - Ⓒ cooking and eating habits
   - Ⓓ cities and homes

2. **Which feature of life for ancient Romans would most likely *not* apply to people today?**
   - Ⓐ having a home with no oven
   - Ⓑ buying bread from a bakery
   - Ⓒ getting a take-out meal
   - Ⓓ having a grill but not dishes

3. **What could you probably find today that you would *not* have found in ancient Rome?**
   - Ⓐ barbecue grills in houses
   - Ⓑ dishes in homes
   - Ⓒ signs in shops
   - Ⓓ stores that sell food

4. **Based on information in the passage, how are people today like ancient Romans?**
   - Ⓐ People today eat meals together as a family.
   - Ⓑ People today eat foods that someone else prepared.
   - Ⓒ People today spend a lot of money on take-out food.
   - Ⓓ People today cook food at home when we have time.

STRATEGY PRACTICE Describe a common eating habit that you share with the ancient Romans.

_____

_____

Name: _____

READ THE PASSAGE Read each account and look for how they are similar and different.

The Whale Watch

Jeongsoo and Samuel went on a whale-watching trip to Cape Cod, Massachusetts, with their class. They each wrote an account of what they saw and did. Read their accounts.

Jeongsoo's Account

I had looked forward to our Cape Cod whale-watching trip all year. When we finally got on the boat, I thought, "This is it!" After a year of studying everything about whales, we were finally going to see them. Being on the boat was great. It was sunny and windy, the waves were enormous, and it wasn't long before we noticed our first whale, a huge finback that spouted water up through its blowhole just a few feet from the boat. We saw 12 whales altogether, including minke whales, humpbacks, and the endangered right whale. And I videotaped them all! They were the most amazing creatures I'd ever seen.

Samuel's Account

All year our class had studied whales, and I worked really hard learning about them and about the ocean. I could hardly wait to see the whales in their own habitat, and I was excited when we finally got to the boat. The waves were huge, though, and when the boat started moving, I began to feel weird. Then I got nauseated—really, really nauseated. I spent the whole day miserable with seasickness, curled up in a chair in the boat's cabin. I heard everyone shouting as the whales breached and spouted, but I missed it all. Luckily, Jeongsoo videotaped the whales, so I got to see his video. The whales really were awesome.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is one similarity between Jeongsoo's and Samuel's experiences?**
   - Ⓐ They both got really sick.
   - Ⓑ They both had a great time.
   - Ⓒ They both looked forward to the trip.
   - Ⓓ They both sat in the ship's cabin.

2. **Samuel's time on the boat was different from Jeongsoo's because Samuel _____.**
   - Ⓐ saw a whale spout
   - Ⓑ did not see any whales during the trip
   - Ⓒ had studied whales all year
   - Ⓓ enjoyed being on the ship

3. **The boys both thought that the _____.**
   - Ⓐ whales were amazing
   - Ⓑ trip was fun
   - Ⓒ boat movement was sickening
   - Ⓓ humpback whale was huge

4. **Jeongsoo's experience was more enjoyable than Samuel's because Jeongsoo _____.**
   - Ⓐ learned more about whales in school
   - Ⓑ did not get sick
   - Ⓒ went to Cape Cod
   - Ⓓ had a better seat on the ship

STRATEGY PRACTICE Are the accounts organized by cause and effect, sequence, or main idea and details? How does the organization help you compare and contrast the accounts?

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage to make inferences about microfinance.

A Little Can Go a Long Way

In a village in Uganda, a woman named Fatima Serwona ran a small store. She sold food and other useful items. However, she had trouble making enough money to keep the shelves stocked. To stay in business, Fatima got a microfinance loan—a small sum of money from a person in another country. It was just enough for her to buy a cell phone. She let villagers make calls using her phone and charged them a small fee for each call. This helped her make enough money to keep her shelves stocked with items. Fatima then used the money to send her children to school and improve their lives, as well as her own.

Microfinance is the practice of giving small loans to people in need. Most microfinance loans are for less than two hundred dollars. The loans are used to start or expand a small business, such as catching fish, raising chickens, weaving, or selling produce. Lenders are willing to make these loans because most of the people who receive them are very likely to repay the loans.

Microfinance loans are important for several reasons. The businesses that these loans support often provide needed services or goods to their communities. Also, many of the people who receive microfinance loans cannot get money any other way. And although they have to pay a high rate of interest on the money they borrow, the rate is lower than if they borrowed from a local moneylender.

It doesn't seem like such a small amount of money could make a big difference, but microfinance loans have been shown to help improve individual lives and revitalize whole communities like Fatima's.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why did Fatima Serwona buy a cell phone?**
   - Ⓐ to make calls to order goods
   - Ⓑ to make additional money for her business
   - Ⓒ to link her village with other villages
   - Ⓓ to call villagers to tell them about her store

2. **Why do you think so many microfinance borrowers are likely to repay their loans?**
   - Ⓐ The borrowers are both successful and grateful.
   - Ⓑ The lenders threaten them if they do not repay.
   - Ⓒ The interest rates are very low.
   - Ⓓ The borrowers become rich from the loans.

3. **One way Fatima Serwona's loan helped her community was by _____.**
   - Ⓐ making her wealthier than her neighbors
   - Ⓑ giving villagers a way to make phone calls
   - Ⓒ helping villagers get their own loans
   - Ⓓ sending children from her village to school

4. **Based on information in the passage, which statement about Fatima's village is most likely true?**
   - Ⓐ Many people own their own stores.
   - Ⓑ All of the children go to school.
   - Ⓒ Most people receive microfinance loans.
   - Ⓓ Few people have phone service.

STRATEGY PRACTICE If you were given a microfinance loan, what would you do with the money?

_____

_____

Name: _____

READ THE PASSAGE Use what you know about ecosystems and food webs to help you understand the passage.

The Return of the Wolf

Wolves once prospered in Yellowstone National Park, but by 1926, humans had hunted them to extinction there. The absence of wolves affected many parts of the Yellowstone ecosystem. Most significantly, the disappearance of wolves led to a huge increase in the number of elk. This in turn had negative effects on plants and animals in the park.

Park authorities tried to keep the elk population under control by hunting, but in the late 1960s and 1970s, the U.S. government and the park managers began considering a new policy. They wanted to return to natural processes for regulating the balance of wildlife in the park. In 1995, Congress authorized reintroducing the gray wolf to Yellowstone. The first wolves were brought in from Canada a year later.

Almost immediately, authorities noticed differences in the park. As a result of the reintroduction of wolves, the number of elk declined. This led to an unexpected change. The number of willow trees and aspen, which elk eat, increased. Beavers, which feed on willows, in turn grew more numerous. In addition, the populations of some songbird species and small mammals that live in aspen stands have since grown. Other animals and people have benefited, too. Scavengers, or animals that eat dead animals, have increased in number. And visitors to Yellowstone are able to see and hear wolves in the park again.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which is most likely the reason the elk population grew when wolves disappeared from Yellowstone?**
   - Ⓐ Elk were able to find better shelter.
   - Ⓑ Elk moved into the wolves' territory.
   - Ⓒ Elk were not being hunted by wolves.
   - Ⓓ Elk were eating more willow and aspen trees.

2. **Why do you think the park managers and the U.S. government wanted a new strategy for dealing with elk in the park?**
   - Ⓐ because their old strategy did not work well
   - Ⓑ because voters wanted more wolves in parks
   - Ⓒ because of the growing beaver problem
   - Ⓓ because hunters wanted to hunt more animals

3. **Why might the number of scavengers have grown when wolves returned to Yellowstone?**
   - Ⓐ The elk stopped eating scavengers' food.
   - Ⓑ New visitors to Yellowstone left food behind for scavengers.
   - Ⓒ The wolves caused an increase in beavers, which scavengers eat.
   - Ⓓ Scavengers could eat the remains of animals that wolves had killed.

4. **The vegetation of Yellowstone probably suffered when wolves were gone because _____.**
   - Ⓐ elk ate too many plants
   - Ⓑ there were no wolves to eat the plants
   - Ⓒ there were more beavers to eat the plants
   - Ⓓ too many songbirds nested in the plants

STRATEGY PRACTICE **Is the passage organized by compare and contrast, cause and effect, or problem and solution? Explain.**

_____

_____

READ THE PASSAGE Look for the details describing what Fannie Lou Hamer did that set her apart from others.

Crusader for Civil Rights

Fannie Lou Townsend was born in 1917 in Mississippi, the youngest of twenty children. She and her family were sharecroppers, moving from place to place to pick crops. Townsend toiled in the fields from the age of six. Her family was poor, and she often went hungry. But unlike most children of sharecroppers, Townsend went to school whenever she could, and after finishing sixth grade, she continued to study on her own.

Townsend married Perry Hamer in 1944 and worked hard just to try to get by. Then, in 1962, she attended a meeting that changed her life. The meeting was held by the Student Nonviolent Coordinating Committee (SNCC). Like other groups, such as the Southern Christian Leadership Conference (SCLC), the SNCC used nonviolent means to try to end segregation in the South. One of their aims was to register African Americans to vote. At the time, Fannie Lou didn't realize African Americans had a constitutional right to vote. When she later went to register, she and others were jailed and beaten. She lost her job as a result and continued to be threatened with violence.

Fannie Lou Hamer went on to work for the SNCC to help other African Americans register to vote. She was a founder of the Mississippi Freedom Democratic Party and spoke on television about the terrible effects of segregation. She was beaten and shot at over the years for her efforts, but she never gave up. Until her death in 1977, Fannie Lou struggled to help the poor and needy in her community and worked in politics to end discrimination.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How was Fannie Lou Townsend different from most sharecroppers' children?**
   - Ⓐ She grew up in Mississippi.
   - Ⓑ She went to school.
   - Ⓒ She did not work in the fields.
   - Ⓓ She had enough to eat.

2. **Why might the SNCC meeting have changed Fannie Lou's life?**
   - Ⓐ She made new friends there.
   - Ⓑ She learned how to make more money.
   - Ⓒ She met her future husband there.
   - Ⓓ She learned about fighting segregation.

3. **How were the SNCC and the SCLC similar?**
   - Ⓐ Both were founded in part by Fannie Lou.
   - Ⓑ Both provided free education to children.
   - Ⓒ Both used nonviolent means to end segregation.
   - Ⓓ Both were started to help sharecroppers.

4. **Based on information in the passage, Fannie Lou was someone who _____.**
   - Ⓐ had many opportunities
   - Ⓑ was afraid of change
   - Ⓒ did not give up easily
   - Ⓓ disliked people in power

STRATEGY PRACTICE Based on what you know about voting, why do you think Fannie Lou thought it was important to register African Americans to vote?

_____

_____

WEEK

10

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

DAY 1

Introduce the *Character and Setting* skill to students. Say: **The characters are who or what a passage is mostly about. Good readers study a character's traits. This means they know what the character looks like or what the character says, does, and believes. The setting is where and when a passage takes place.** Tell students they are going to read a biography about a man who opened schools in Pakistan and Afghanistan. Say: **Studying the character and setting of a biography helps us better understand why the author thinks this person is important to write about.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **As you read, notice if your focus drifts from the passage. If that happens, pause for a moment and think about what you can do to refocus. Then begin reading again.** Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Character and Setting* skill. Then tell students they are going to read a first-person account of someone's trip to an unusual place. Say: **Because this is written in the first person, the main character is also the writer. As you read, pay attention to what the writer says and does to better understand his character.** Then remind students of the *Visualization* strategy (Week 3). Say: **As you read, make a mental image of the important details.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Theme* skill to students. Say: **A theme is a lesson or view about life that the author wants to share. Most of the time, the theme is not stated directly in a passage or story. You must look at what happens or study the main ideas in a passage or story to understand the theme.** Tell students they are going to read a folk tale. Say: **A folk tale usually has a moral or lesson about life. As you read, think about the lesson that the author is trying to teach.** Then remind students of the *Monitor Comprehension* strategy. Say: **A good way to make sure you understand the theme is to reread the story after you think you know what the theme is. Then you can check to see if your theme makes sense in the story.** After students finish reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Theme* skill. Say: **Nonfiction passage themes are usually views about the world that an author has. When you look for the theme of a nonfiction passage, ask yourself, *Would the author agree with this statement about the world?*** Then remind students of the *Visualization* strategy. Say: **If you visualize what is happening in the passage, you may find it easier to understand what the author's theme is.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Character and Setting* and *Theme* skills by reading about a child musician. Encourage students to pay attention to who the main character is and what kind of theme his story has. Then remind students of the *Monitor Comprehension* strategy. Say: **After you read each paragraph, pause to think about the main idea.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Think about whom the passage is about and where the events in it take place.

One School at a Time

Greg Mortenson is an adventurer who once loved to climb mountains. Born in 1957, he grew up on the slopes of Mt. Kilimanjaro in Tanzania, Africa. After his sister Christa died in 1992, he decided to try climbing Pakistan's K2, the second-highest mountain in the world, in her memory. Although Mt. Everest in the Himalaya Mountains is higher, K2 is considered more difficult and treacherous to climb. During an attempt to climb the mountain in 1993, snow, ice, and bad weather forced Mortenson to turn back.

Mortenson recovered from frostbite and exhaustion in the rural Pakistani village of Korphe. There he saw a group of children writing in the dirt with sticks. He learned that they had no pens or pencils, no books—not even a school or a teacher. Mortenson promised to build them a school, even though he had no idea how he would accomplish it.

It took years to raise the money to build the school. Some of the contributions to Mortenson's cause came as pennies donated by American schoolchildren. Mortenson even sold his own belongings to raise cash. The Korphe School was finished in 1996.

Since then, Mortenson has established more than 75 schools in rural Pakistan and Afghanistan. His schools educate both boys and girls in an area where schooling for girls is very rare. Mortenson's aim is to use education to promote peace in this often dangerous and violent area, one school at a time.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Based on information in the passage, which word best describes what K2 is like?**
   - Ⓐ familiar
   - Ⓑ beautiful
   - Ⓒ comforting
   - Ⓓ dangerous

2. **Which word best describes Mortenson's behavior in paragraph 1?**
   - Ⓐ adventurous
   - Ⓑ hopeful
   - Ⓒ reckless
   - Ⓓ fearful

3. **How did the village of Korphe change Mortenson's life?**
   - Ⓐ It inspired him to become a teacher.
   - Ⓑ It motivated him to climb mountains.
   - Ⓒ It inspired him to build schools.
   - Ⓓ It motivated him to create a memorial for his sister.

4. **Mortenson's actions in paragraphs 2 and 3 show that he is _____.**
   - Ⓐ stubborn and argumentative
   - Ⓑ caring and determined
   - Ⓒ clever and ambitious
   - Ⓓ frustrated and angry

STRATEGY PRACTICE How do you think Mortenson changed between 1993 and the time described at the end of the passage? How do you think the setting contributed to the change in his character?

_____

_____

Name: _____

READ THE PASSAGE Think about how the character describes his actions and the place he visited.

The Blue Lagoon

I have always loved going to unique, out-of-the-way places, but the strangest place I've ever visited was the Blue Lagoon in Iceland. The seawater of the Blue Lagoon is heated far beneath Earth's surface. Although most lagoons are natural, this one is man-made. A nearby power plant pumps the hot water up from a mile below the surface, through a lava formation. The water that's not used to make heat and electricity at the power plant is sent into the huge lagoon cut out of solid black rock formed from lava. The water is very warm—about 104 degrees Fahrenheit. It's also full of minerals that make it appear a bright, shockingly blue color.

When I visited, I walked along a pathway carved through rock, toward a bathhouse. There, I changed into a swimsuit and ran outside. The air was freezing, so I plunged into the lagoon, shivering. In a minute I was warm—except for the top of my head, which was out of the water. Clouds of steam rose into the chilly air above the water so thickly that I could hardly see the dozens of other people bathing. The water felt silky, and I slathered an unusual mud on my face from wooden tubs around the lagoon. I rinsed the mud off under a hot waterfall. By the time I left, I was sure I would never experience anything stranger or more wonderful than the Blue Lagoon.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which word best describes the narrator?**
   - Ⓐ timid
   - Ⓑ playful
   - Ⓒ curious
   - Ⓓ sarcastic
2. **Where is the passage mostly set?**
   - Ⓐ in a hot seawater pool in Iceland
   - Ⓑ under a waterfall at a hot spring
   - Ⓒ near a volcano in Iceland
   - Ⓓ in a power plant in Iceland
3. **Based on information in the passage, which of these would you *not* expect to see at the Blue Lagoon?**
   - Ⓐ bright blue water
   - Ⓑ fish swimming
   - Ⓒ people covered in mud
   - Ⓓ clouds of steam
4. **Which word best describes how the narrator feels about the Blue Lagoon?**
   - Ⓐ amused
   - Ⓑ frightened
   - Ⓒ awed
   - Ⓓ confused

STRATEGY PRACTICE Write the words or phrases from the passage that helped you visualize the Blue Lagoon.

_____

_____

Name: _____

READ THE PASSAGE Think about the moral, or lesson, of the passage.

The Most Powerful Thing in the World

Long ago, there lived a man who worked as a humble stonecutter. He was not happy with his job or his position in life. As he struggled at his work, chipping away at stone, he saw a wealthy merchant pass by and thought, "How I wish I were as powerful and influential as that merchant!" Suddenly, the stonecutter was transformed into a wealthy and powerful merchant. Others now envied him.

One hot day, as the wealthy man walked around the town observing all that he owned, he became annoyed by the strength of the sun's rays. "How I wish I were as powerful as the sun!" he thought, and suddenly he became the sun, scorching others with his heat and brilliance.

Then one day a dark cloud crossed beneath him. Rain poured down and the wind blew, limiting the sun's power over others. "How I wish I were as powerful as the storm!" he thought, and he became a storm with rain and wind. People feared his great force, but when he blew against a huge rock, the rock did not move. "How I wish I were as powerful as that rock!" he thought, and in a moment he became the rock.

Not long afterward, he heard a hammering sound and felt a part of himself change. "What could be more powerful than me, the rock?" he wondered. He looked down and saw, much to his surprise and disappointment, that a humble stonecutter was chipping away at him.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The stonecutter wants to be like the merchant because _____.**
   - Ⓐ he wants to be feared like the merchant
   - Ⓑ the merchant is important
   - Ⓒ the merchant is humble
   - Ⓓ he wants to be envied like the merchant

2. **Why is the stonecutter unhappy with each new thing he becomes?**
   - Ⓐ He always sees something more powerful.
   - Ⓑ He does not like being envied.
   - Ⓒ He wants people to like him.
   - Ⓓ He misses his life as a stonecutter.

3. **Which of these is the most powerful in the passage?**
   - Ⓐ the stonecutter
   - Ⓑ the merchant
   - Ⓒ the storm
   - Ⓓ the rock

4. **A theme of the passage is that people _____.**
   - Ⓐ should always wish for what they want
   - Ⓑ are all powerful in their own way
   - Ⓒ will be happy with whatever they become in life
   - Ⓓ should seek wealth and power

STRATEGY PRACTICE If the stonecutter had stopped making wishes after he became a merchant, how would it have affected the passage's theme?

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_____

READ THE PASSAGE Think about how the author feels about animals and people working together.

Helping Horses

Many people with visual impairment use guide dogs to help them get safely from place to place and to alert them to danger. But what can blind people do if they are allergic to dogs or just don't like them? For some people, the answer is provided by the Guide Horse Foundation.

Janet and Don Burleson founded the nonprofit organization in 1999. They began training miniature horses to help guide visually impaired people. Miniature horses look just like regular horses, only much smaller. They are generally less than 34 inches tall.

Cuddles was the foundation's first guide horse in full service. She became 45-year-old Dan Shaw's helper. Shaw has an eye disease that caused his sight to deteriorate. One night, while filling out an application to get a guide dog, Shaw heard a news story on TV about people training horses to guide the blind. Shaw loves horses and wanted a guide animal that would live a long time. He applied, and a year later, Cuddles and Shaw began training as a team.

On a trip to New York, Cuddles helped Shaw safely navigate Times Square, a very busy part of the city at night. The next day, Cuddles calmly rode the elevator with Shaw to the crowded top of the Empire State Building, a famous skyscraper. Cuddles even guided Shaw on the ferry ride to the Statue of Liberty, rode the escalator in a store, and traveled on the subway system.

Shaw says that he feels truly blessed to have Cuddles. He believes that Cuddles has changed his life for the better by giving him more independence and self-reliance.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How did people probably feel when they saw Cuddles in New York City?**
   - Ⓐ annoyed that the horse blocked traffic
   - Ⓑ surprised by seeing a miniature horse in a building
   - Ⓒ disappointed that Shaw did not have a guide dog
   - Ⓓ pleased that Cuddles is very cute
2. **You can tell that an important quality for a guide horse is _____.**
   - Ⓐ having the ability to handle many situations
   - Ⓑ being small in size
   - Ⓒ being independent
   - Ⓓ having the ability to run quickly
3. **How did Cuddles change Dan Shaw's life?**
   - Ⓐ She became Dan Shaw's best friend.
   - Ⓑ She made Dan Shaw famous.
   - Ⓒ She helped Dan Shaw start a business.
   - Ⓓ She gave Dan Shaw confidence.
4. **Which of these is a theme in the passage?**
   - Ⓐ Visually impaired people are brave for facing many challenging situations.
   - Ⓑ Animals are special because they can help people do otherwise impossible things.
   - Ⓒ Horses are better than dogs as guide animals.
   - Ⓓ New York City is a magical city with unique attractions.

STRATEGY PRACTICE Describe how you visualized Cuddles and Dan Shaw on the city streets.

_____

_____

READ THE PASSAGE Think about whom the passage is about and what the theme of the story is.

A Musical Prodigy

Imagine knowing at age two what you want to do for the rest of your life. Jay Greenberg, nicknamed "Bluejay" because these birds make a lot of noise for their size, did just that. He has been called the greatest musical talent to come along in 200 years. And all of this praise was said about a teenager!

When Greenberg was just two years old, he started drawing pictures of musical instruments and wrote the word *cello*. His parents got him a cello, and by age three, he was composing music. In 2001, at age ten, he began attending the Julliard School, one of the world's best music conservatories, in New York City. Within two years, he had composed five symphonies. And by 2009, he had written more than 70 musical compositions for such groups as the New Haven Symphony and the London Symphony Orchestra.

Greenberg is a musical prodigy, or extremely gifted young person. Unlike most kids, he doesn't download music from the Internet; he downloads it from his own mind! When he composes works, he hears them in his head complete, as if an orchestra were playing them. His hero is Beethoven, and for fun, he fools around with classical music compositions, changing and rewriting them. He is completely devoted to his calling, once telling his mother that he would die if he could not compose music.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which words best describe Jay Greenberg?**
   - Ⓐ carefree and relaxed
   - Ⓑ anxious and withdrawn
   - Ⓒ focused and gifted
   - Ⓓ uncertain and unhappy

2. **Which statement best describes a theme of the story?**
   - Ⓐ Music appeals to all kinds of people.
   - Ⓑ You do not have to be an adult to have great talent.
   - Ⓒ Sometimes it is important to fit in.
   - Ⓓ Education helps people accomplish their goals.

3. **Jay Greenberg's parents can probably be described as _____.**
   - Ⓐ stern
   - Ⓑ controlling
   - Ⓒ trusting
   - Ⓓ supportive

4. **Which of these is a theme of the story?**
   - Ⓐ Kids should enjoy their childhood.
   - Ⓑ People should pursue things they are passionate about.
   - Ⓒ Being talented brings fame, as well as difficulties.
   - Ⓓ People must create balance in their lives.

STRATEGY PRACTICE What information in the passage helps you understand why Jay Greenberg is called a prodigy?

_____

_____

WEEK

11

Author's Purpose

Students identify the author's reason for writing about a subject.

Prediction

Students practice using clues from a passage to predict what will happen next.

DAY 1

Introduce the *Author's Purpose* skill to students. Say: **Authors write for a variety of reasons, including to entertain us with a story, to inform us about a topic, to teach us how to do something, and to persuade us to take action or think a certain way. By understanding the author's purpose, we can better understand the main ideas that the author is trying to convey.** Tell students they are going to read a passage about arts programs in schools. Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself questions about what you have read, especially if there is anything you don't understand.** Then have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Author's Purpose* skill, and review the common reasons authors write (to entertain, to inform, to teach, and to persuade). Tell students they are going to read about a way of harvesting rain to deal with drought. Then remind students of the *Make Connections* strategy (Week 2). Say: **As you read, think about what else you have heard or read about water conservation. This will help you better understand what the author is telling you.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Prediction* skill to students. Say: **When we make a prediction, we use clues from the text and our background knowledge to predict what will likely happen next.** Invite volunteers to share experiences when they were able to successfully predict what would happen (e.g., A student saw two people walking without looking where they were going and predicted they would run into each other.). Tell students to think about the clues they noticed and the background knowledge they used to make their predictions. Then remind students of the *Ask Questions* strategy. Say: **Asking questions about what you have read is a good way to check that you understood everything in the passage.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Review the *Prediction* skill with students. Then tell students they are going to read about a critically endangered animal. Remind students how to use the *Make Connections* strategy. Say: **As you read, think about what else you have heard or read about other endangered animals.** Then have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students that they will practice both the *Author's Purpose* and *Prediction* skills by reading a passage about two boys searching for a special bird. Then remind students of the *Ask Questions* strategy. Say: **Check your comprehension by asking questions as you read. When you think of a good question, write it in the space provided for the strategy practice activity.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together, and invite volunteers to share their questions to see if other students can answer them.

Name: _____

READ THE PASSAGE Think about why the author wrote the passage.

Don't Cut the Arts

Has the number of art classes at your school been reduced? Did your school cancel next year's play? Have band classes been eliminated? When school budgets are under pressure, the arts always seem to be the first programs that are cut. Classes in painting, drama, dance, and music—as well as after-school arts activities—are often the first to go.

Some people believe that arts funding should be cut. They claim that school performance is measured by standardized test scores, not by a successful arts program. So why shouldn't schools cut arts programs when money is tight?

According to the National Governors' Association (NGA), there are many reasons to preserve the arts in schools. Students exposed to the arts have higher academic achievement and are better at planning and working toward goals. Students who study the arts are:

- four times more likely to get academic awards or win a writing award;
- four times more likely to take part in a math or science fair; and
- more likely to score higher in creative thinking, fluency, and originality.

In their report "The Impact of Arts Education on Workforce Preparation," the governors also observe that schools with strong arts programs have:

- significantly fewer discipline problems;
- less absenteeism; and
- lower dropout rates.

Should we cut the arts in times of economic difficulty? This author says "No!"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The author's main purpose for the passage is to _____.**
   - Ⓐ inform readers about the NGA
   - Ⓑ describe the arts classes offered in schools
   - Ⓒ persuade readers that the arts should not be cut
   - Ⓓ explain how to participate in the arts

2. **The author probably uses bulleted lists to _____.**
   - Ⓐ copy the format of the NGA report
   - Ⓑ show opposing viewpoints
   - Ⓒ make information easier to read
   - Ⓓ provide sources for statistics

3. **Which one provides the strongest support for the author's argument?**
   - Ⓐ the questions at the beginning of the passage
   - Ⓑ the statistics from the NGA
   - Ⓒ the mention of standardized tests
   - Ⓓ firmly stating "No!"

4. **Why does the author include other people's opinions in paragraph 2?**
   - Ⓐ because she thinks the arts should be cut
   - Ⓑ because she is unsure how she feels about arts programs
   - Ⓒ to explain why standardized tests matter
   - Ⓓ to argue against an opposing viewpoint

STRATEGY PRACTICE Write one question you had while reading the passage. If you found the answer, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Think about why the author wrote the passage and what it is mostly about.

Harvesting Rain the Easy Way

As people in the American Southwest become concerned about long periods of drought, many are rediscovering water-harvesting techniques from ancient times. Water harvesting is the capturing, moving, and storing of rainwater for later use, often in landscaping. Rain barrels attached to a roof's downspouts are one low-tech way of harvesting rainwater, but an even simpler and cheaper method is to build *swales* and *berms*.

What are swales? Swales are simply depressions, or low areas, in the ground. They allow rainwater to stay put for a while so that it can soak into the soil. This enables fruit trees, vegetable gardens, and landscape plants to use it as needed. And berms? Berms are raised areas that direct water into swales.

One simple way to create berms and swales is to dig a hole in the soil about a foot deep and pile up that same dirt to create a berm around it. The dirt is then pounded down to form a sturdy wall around the swale. Doing this over and over can create a whole network of berms and swales. Boomerang-shaped berms can direct water toward trees or other plants. Repeating serpentine-shaped berms can provide the water needed to turn a barren slope into a beautiful garden. And it's easier than you think. Once again, a low-tech approach works just fine! Just gather your friends, provide plenty of lemonade and music, and have a swale-stomping dance party in your yard.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What was the author's main purpose in writing the passage?**
   - Ⓐ to entertain by describing fun ways to move dirt
   - Ⓑ to persuade people to conserve water
   - Ⓒ to explain a method for using rainwater
   - Ⓓ to inform about drought in the Southwest

2. **Which word best describes the author's attitude toward harvesting rainwater?**
   - Ⓐ doubtful
   - Ⓑ humorous
   - Ⓒ serious
   - Ⓓ enthusiastic

3. **What does the author want readers to know about berms and swales?**
   - Ⓐ Building them is simple and effective.
   - Ⓑ They help people build a sense of community.
   - Ⓒ Using them is expensive but worthwhile.
   - Ⓓ They are beautiful, as well as useful.

4. **Which of these statements about harvesting rainwater would the author likely agree with?**
   - Ⓐ Big city water systems make it unnecessary.
   - Ⓑ It is more important today than in the past.
   - Ⓒ High-tech solutions provide the best approach.
   - Ⓓ It is a good technique for watering landscapes.

STRATEGY PRACTICE Explain why some people, according to the author, are concerned about conserving fresh water. Is this a concern where you live?

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_____

_____

Name: _____

READ THE PASSAGE Look for clues in the passage that help you figure out what will happen next.

The Dog Hoser

The United States has been the birthplace of thousands of important inventions, from the incandescent light bulb to the computer mouse. However, the U.S. has also seen the birth of thousands of wacky and even ridiculous inventions. One example of an odd invention is the dog hoser.

Grooming a dog at home can be difficult. Many dog owners don't have the tools or knowledge needed to properly cut an animal's fur. For these reasons, some dog owners take their animals to professional groomers for haircuts. After groomers cut a dog's fur, they often use a vacuum cleaner to remove the cut fur from the pet's coat. This is where the real trouble starts. Many dogs are terrified of the strange machine and its scary noise.

To solve the problem, one creative inventor designed a vacuum cleaner dogs might actually like. The dog hoser is a vacuum cleaner that looks just like a dog.

Dog-shaped, with a vacuum cleaner hidden in its belly, the dog hoser looks like a furry pal. Its sound is muffled, and the hose is disguised as the dog's tail. It may look like a new friend, but what do you think happens when the groomer pulls out the dog hoser's tail and starts sweeping it across the dog's body?

After trying one in his shop, one dog groomer said, "My client's expensive poodle cowered in fear when I used it." A month later, the client reported that her dog was still afraid of interacting with other dogs.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What might happen when a groomer tries using the dog hoser on a dog?**
   - Ⓐ The dog might cuddle up to the dog hoser.
   - Ⓑ The dog hoser's tail might fall off.
   - Ⓒ The dog might be afraid.
   - Ⓓ The dog might want to share its toys with the new dog.

2. **In the future, most dog owners who want their dogs groomed will probably _____.**
   - Ⓐ not worry about cleaning up clipped fur
   - Ⓑ buy the tools to groom their dogs at home
   - Ⓒ choose dog breeds that do not need haircuts
   - Ⓓ continue going to professional groomers

3. **Based on information in the passage, what do you predict happened with the dog hoser?**
   - Ⓐ It made a lot of money for the inventor.
   - Ⓑ It became a popular solution for home grooming.
   - Ⓒ Most groomers began using it.
   - Ⓓ It confused and frightened most dogs.

4. **What kinds of things will people probably invent in the future?**
   - Ⓐ only inventions that people find useful
   - Ⓑ both important and wacky inventions
   - Ⓒ only wacky inventions
   - Ⓓ only inventions that sell well

STRATEGY PRACTICE Write a question about information from the passage. Then ask a partner to answer it.

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage to predict what will likely happen next to the California condor.

Back from the Brink of Extinction

The California condor is not a handsome bird. Its featherless scalp is a shocking pink-orange. Its feeding habits—feasting on the flesh of dead animals—should not be mentioned at the dinner table. So why do naturalists at Arizona's Grand Canyon want to protect this bird?

These huge vultures were once found across North America from Mexico to Canada. But by 1982, only 22 existed in the world and the species faced extinction. By 1985, only nine California condors remained.

Because the loss of one species can affect a whole ecosystem, naturalists sprang into action. They decided to capture the remaining condors to begin a captive breeding program. As females produced eggs, some eggs were removed and raised by people, using a hand puppet that looked like a condor head. This was done to keep chicks from imprinting on humans, or thinking humans were their parents. Naturalists wanted the chicks to feel safe with other condors, not with humans.

The captive population increased dramatically. Then, beginning in 1992, newly bred chicks were released into the wild. In 1996, two males and four females were released 30 miles north of the Grand Canyon. In 2004, the first condor that had been hatched and raised in Arizona in more than a century took flight. Although it died in 2006, others have since hatched and taken flight. Today, around 60 California condors soar majestically above northern Arizona's canyon country.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What would probably have happened to the condors without a captive breeding program?**
   - Ⓐ They would have stopped breeding.
   - Ⓑ They would have become extinct.
   - Ⓒ The population would have gradually increased.
   - Ⓓ They would have evolved into a new species.
2. **What would happen if a condor chick were to imprint on humans?**
   - Ⓐ It might escape from captivity.
   - Ⓑ It might attack humans.
   - Ⓒ It might reject food given to it by humans.
   - Ⓓ It might lose its natural fear of humans.
3. **What is likely to happen to California condors in the future?**
   - Ⓐ Their diet will change.
   - Ⓑ Their numbers will continue to grow.
   - Ⓒ They will begin helping people.
   - Ⓓ Females will stop laying eggs.
4. **What are naturalists most likely to do if another species is close to becoming extinct?**
   - Ⓐ begin breeding them in captivity
   - Ⓑ capture them, and release them in Arizona
   - Ⓒ breed them with a related species
   - Ⓓ let nature take its course

STRATEGY PRACTICE What other animals do the California condors remind you of? Why?

_____

_____

READ THE PASSAGE Think about why the author wrote the passage, and use the clues in the passage to predict what will likely happen next.

A Wild Flamingo Chase

Rodney read the headline in the local paper: "Flamingo Flocks to Fern Fields." An exotic bird had found its way to his small California town. It was a flamingo, the report said, a real one—not like the faded, plastic version planted in Rodney's neighbor's yard. The town didn't even have a zoo, so this news was really exciting. But where was the bird? Rodney thought it would stick out like a sore thumb.

Only one man in town claimed to have seen the wild bird, in a wetland park on the outskirts of town. He described the flamingo's pink feathers and said it stood approximately 3 feet tall. He also said the flamingo did not seem sick or hurt.

Rodney thought the story sounded suspicious, though, so he decided to go on a flamingo-finding expedition. He also decided to take his best friend, Paul, with him. "If we find it," Rodney said, "we can write a report on protecting wild species." The boys assembled their gear—tall rubber boots, binoculars, and a camera. They packed some peanut butter sandwiches, too. Then they set out for the wetlands.

With boots up to their thighs, Rodney and Paul trudged through muck and mud for what seemed like an eternity, but they never spotted the flamingo. Finally the sun began to set, and a cold wind cut through the boys' jackets. Rodney and Paul decided to head home.

As they turned onto Paul's dark street, they saw Paul's mom waiting on the porch. Paul dragged his feet up the driveway. His mother put her arm on his shoulder, and the two went inside.

Rodney continued down the street toward his house, past his neighbor's yard and that ridiculous plastic pink flamingo. "Great," Rodney thought, "now they have a pair." Out of the corner of his eye, Rodney saw something move.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the author's purpose in this passage?**
   - Ⓐ to tell you facts about flamingos
   - Ⓑ to entertain you with a story about two friends
   - Ⓒ to teach you how to study birds
   - Ⓓ to persuade people not to study flamingos
2. **What will Paul probably tell his mom?**
   - Ⓐ He will recall the dangers of walking through the wetlands.
   - Ⓑ He will admit that they lost the sandwiches.
   - Ⓒ He will express disappointment for not spotting the flamingo.
   - Ⓓ He will say he is excited about being home.
3. **Why does the author say the flamingo is *exotic*?**
   - Ⓐ to let you know that the flamingo is not a native species
   - Ⓑ to tell you how beautiful the flamingo is
   - Ⓒ to tell you how expensive the flamingo is
   - Ⓓ to let you know that Rodney is intelligent
4. **Which of these is most likely to happen next?**
   - Ⓐ Rodney will look again at the flamingos on the lawn.
   - Ⓑ Rodney will return to the wetlands.
   - Ⓒ Rodney will put a flamingo in his yard.
   - Ⓓ Paul will go to Rodney's house for dinner.

STRATEGY PRACTICE Write a question you thought of while you read the passage.

_____

WEEK

12

Nonfiction Text Features

Students practice identifying and comprehending common features of nonfiction text.

Visual Information

Students examine and evaluate information that is depicted visually.

DAY 1

To introduce the *Nonfiction Text Features* skill to students, point out the title and boldfaced glossary entries on the student page. Say: **Nonfiction writing often includes text features that are not part of the main body of text but still contain important information about the topic. Good readers know how to use these features to help them understand what they read.** Tell students they are going to read pages from a glossary about African instruments. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read, look for the features that make a glossary different from other nonfiction texts.** Then have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students how paying attention to nonfiction text features can aid comprehension. Have students identify some of the features of a table of contents (title, chapter titles, page numbers, etc.). Ask: **What does a table of contents tell us?** (the type of information that can be found in a book and the page numbers where chapters start) Tell students they will read the table of contents for a book on video games. Then remind students of the *Organization* strategy (Week 4). Say: **As you read, notice how the chapters in the book are organized.** When students have finished reading the table of contents, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Visual Information* skill to students. Say: **Not all information is delivered in the form of words. Pictures, graphs, and other visual media can present information, as well.** Point out the population pyramid graph on the student page and say: **Graphs are a good way to show information about numbers in a visual way.** Tell students they are going to read about a type of visual information called a population pyramid. Then remind students of the *Determine Important Information* strategy. Say: **As you study the population pyramid graph, pay attention to the labels, numbers, and text to the left of the graph. This will help you better understand what you are looking at and what is most important.** When students have finished reading the passage and studying the graph, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Review the *Visual Information* skill with students. Say: **Information can be shown and understood with pictures, graphs, diagrams, and other visual media. Knowing how to interpret and understand visual information is an important part of being a good reader.** Tell students they are going to read a passage and study a graph about languages spoken around the world. Then remind students of the *Organization* strategy. Say: **As you study the chart, pay attention to how the information is organized.** Have students read the passage and study the graph. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 5

Tell students they will read a passage and study a diagram about the eye in order to practice both the *Nonfiction Text Features* and *Visual Information* skills. Remind students of the *Determine Important Information* strategy. Say: **Pay attention to words with special treatment. Think about why these words look different from the other words next to them and why they might be important.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE GLOSSARY Pay attention to the important features on the page.

African Instrument Glossary

Mbila: (m-BIL-uh) A wooden xylophone played by striking planks with a rubber mallet. Shells mounted under the wooden boards amplify the sounds. These instruments can be several feet long and can be played by two or more musicians at one time. (Origin: Mozambique)

Mbira: (m-BIR-uh) A hand-held piano with 22 to 28 metal keys attached to a wooden board that amplifies the sounds made by plucking the keys with the thumbs. Modern mbiras often use recycled materials for the keys, such as furniture springs or bicycle spokes. Bottle caps, shells, or other objects are attached to the wooden board. They create a buzz that adds depth to the sound and increases volume. (Origin: Eastern and Southern Africa)

Shekere: (shay-KUH-ray) A percussion instrument made out of a dried gourd covered with a beaded net. Most shekeres are held in two hands. Players shake, twist, drop, or slap the instrument to create rhythmic sounds. (Origin: Nigeria)

Talking Drum: A two-headed drum that is shaped like an hourglass and can produce a wide variety of pitches. The drum's heads are made of goat, lizard, or fish skin that is stretched over wooden hoops. The two heads are connected by leather cords. Holding the drum under one arm, the player squeezes the cords to change the drum's pitch. Notes are played by striking the heads with a special stick. The instrument is called a talking drum because it can be used to reproduce the sounds of spoken language. (Origin: Nigeria and Ghana)

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is one similarity between a mbila and a mbira?**
   - Ⓐ They are both held in one hand.
   - Ⓑ They are both types of xylophones.
   - Ⓒ They both include wooden parts.
   - Ⓓ They both originated in Mozambique.

2. **Which instrument uses beads hitting a dried gourd to create sounds?**
   - Ⓐ mbila
   - Ⓑ mbira
   - Ⓒ shekere
   - Ⓓ talking drum

3. **How does a musician hold a talking drum?**
   - Ⓐ under one arm
   - Ⓑ in one hand
   - Ⓒ in both hands
   - Ⓓ between both legs

4. **What information is *not* included in each entry?**
   - Ⓐ when the instrument was invented
   - Ⓑ materials the instrument is made from
   - Ⓒ how the instrument is played
   - Ⓓ where the instrument was first used

STRATEGY PRACTICE How is the first sentence in each glossary entry important?

_____

_____

Name: _____

READ THE TABLE OF CONTENTS Pay attention to how the table of contents is organized.

A Beginner's Guide to Video Game Design

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CHAPTER 11: All-Time Top Ten Video Games..... **197**

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SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **In which section would you probably find a definition of role-playing games?**
   - Ⓐ Part One
   - Ⓑ Chapter 5
   - Ⓒ Part Three
   - Ⓓ Chapter 10

2. **In Chapter 9, you can probably read how video game designers _____.**
   - Ⓐ use math in their work on video games
   - Ⓑ create artistic backgrounds for video games
   - Ⓒ invent character names for video games
   - Ⓓ apply scientific knowledge to video games

3. **In which section are you most likely to find a description of the earliest video games?**
   - Ⓐ Part One
   - Ⓑ Chapter 3
   - Ⓒ Part Four
   - Ⓓ Chapter 11

4. **In Part Three, you can find information about _____.**
   - Ⓐ the best and worst video games ever created
   - Ⓑ how designers build video games
   - Ⓒ the history of video gaming
   - Ⓓ the different categories of video games

STRATEGY PRACTICE Why do you think this book is divided into four parts?

_____

_____

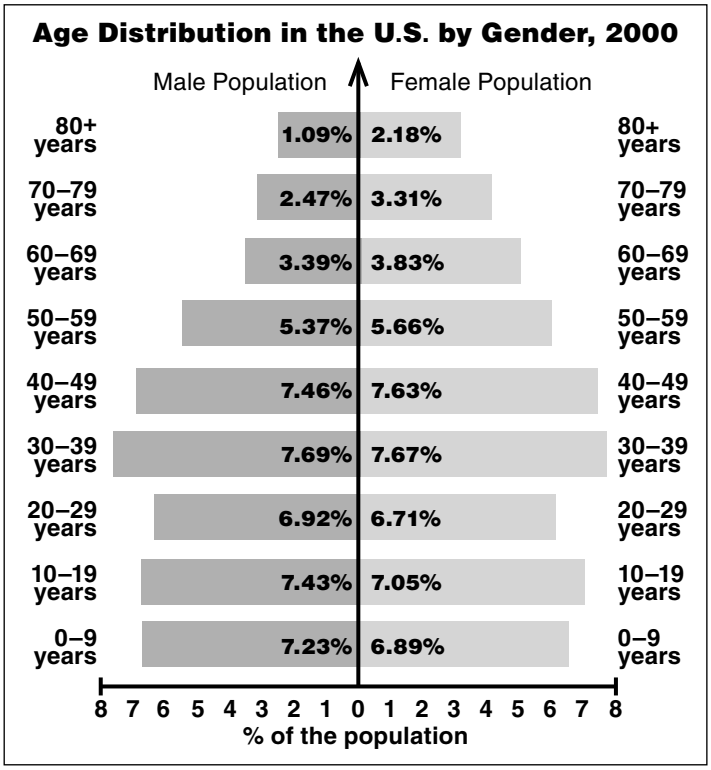
Name: _____

READ THE PASSAGE Look at the information presented in the graph.

Population Pyramids

How can you see an entire population at once? More than a quarter billion people live in the United States. That's a large number to understand, but statistics can give an overall view of the population's characteristics. A population pyramid is a graph used to show how an area's population is divided into ages and genders. Each bar in a population pyramid represents the percentage of the male or female U.S. population in a specific age range.

The shape of a population pyramid gives information about a population, too. For example, a pyramid that is wider on top than it is on the bottom means that there are more older people than young people. Reasons for this pattern might include a low birth rate, a high death rate among young people due to wars or disease, or the increase in the nation's young people moving to other countries. Similarly, a pyramid that is heavier on the bottom means there are more young people than old.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **A decline in population growth can be caused by a _____.**
   - Ⓐ high death rate
   - Ⓑ low death rate
   - Ⓒ high birth rate
   - Ⓓ low rate of people leaving the country
2. **Which generalization about the U.S. population is supported by the graph?**
   - Ⓐ There are more females over 80 than males under 9.
   - Ⓑ There are more males aged 60 to 69 than females ages 60 to 69.
   - Ⓒ There are more females under 9 than males under 9.
   - Ⓓ There are more females over 80 than males over 80.
3. **A population pyramid for a country with a high birth rate and low death rate would be _____.**
   - Ⓐ shaped like a rectangle
   - Ⓑ shaped like an hourglass
   - Ⓒ wider at the bottom than at the top
   - Ⓓ wider at the top than at the bottom
4. **According to the graph and information in the passage, the U.S. population shows _____.**
   - Ⓐ negative population growth
   - Ⓑ positive population growth
   - Ⓒ zero population growth
   - Ⓓ maximum population growth

STRATEGY PRACTICE According to the passage, why is the shape of a population pyramid significant?

_____

_____

Name: _____

READ THE PASSAGE Think about what the information tells you.

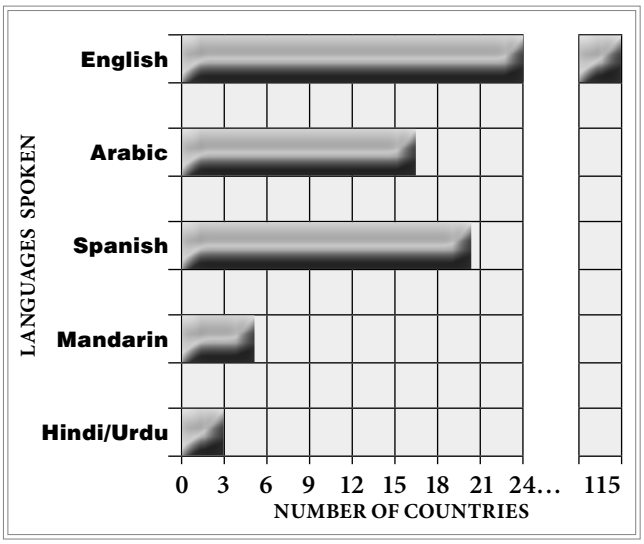
Top Five Languages Spoken Worldwide

There are over 6,800 distinct languages spoken on Earth. But which languages are spoken by the most people? And which language is spoken in the most countries?

According to people who study language, Mandarin is spoken by more people than any other language. It is the most common language spoken in China, which is the country with the largest population.

Although Mandarin is spoken by the greatest number of people, English is spoken in more countries than any other language. The United States has the largest English-speaking population, followed by India, Nigeria, the United Kingdom, and Germany. This includes people who speak English as a second language.

Other languages with many speakers include Hindi and Urdu, which are forms of the same language, Hindustani. They are official languages in India, Pakistan, and Fiji. Spanish is the official language in most of Latin America and South America. Arabic, which is spoken in most Middle Eastern and North African countries, is the fifth most common language. It is an official language in 16 countries.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which language mentioned in the passage is spoken in the fewest number of countries?**
   - Ⓐ Mandarin
   - Ⓑ Hindi/Urdu
   - Ⓒ Spanish
   - Ⓓ Arabic

2. **Which language is spoken in the most countries?**
   - Ⓐ Spanish
   - Ⓑ Mandarin
   - Ⓒ Arabic
   - Ⓓ English

3. **Which country has the second-largest English-speaking population?**
   - Ⓐ China
   - Ⓑ Canada
   - Ⓒ the United Kingdom
   - Ⓓ India

4. **Which language is spoken by the greatest number of people?**
   - Ⓐ Mandarin
   - Ⓑ Hindi/Urdu
   - Ⓒ Arabic
   - Ⓓ Spanish

STRATEGY PRACTICE Describe how the information in the chart is organized.

_____

_____

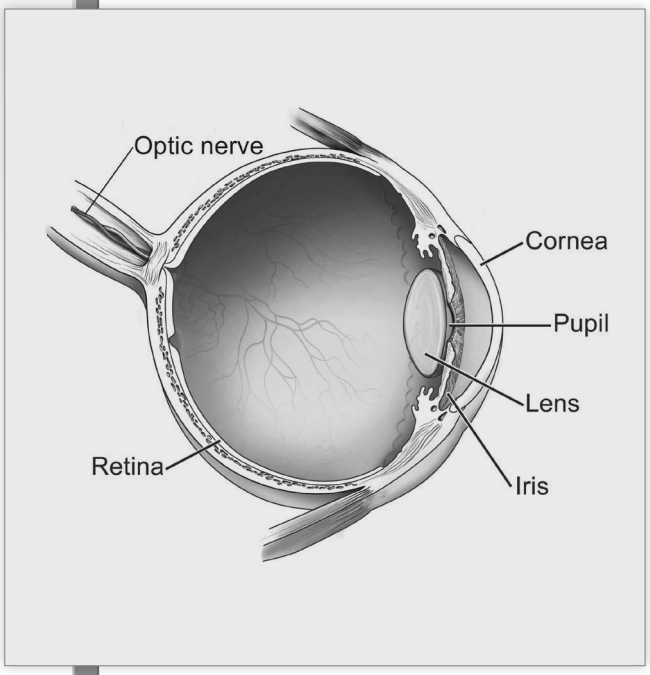
READ THE PASSAGE Study the passage and the diagram.

The Way We See

Light rays enter the eye through the transparent **cornea**. The rays then pass through the **pupil,** which changes size to adjust to different light levels. The pupil dilates, or becomes bigger, in dark rooms and will contract, or become smaller, in brightly lit places.

The **iris** is the colored part of the eye, and it controls the opening and closing of the pupil. Irises can be blue, green, brown, gray, or hazel.

The **lens** focuses the light rays on the retina. The **retina** is tissue at the back of the eye that is sensitive to light. Nerves in the retina convert light energy into electrical energy, which is sent along the **optic nerve** to the brain. The brain interprets the electrical energy as an image.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What do the diagram labels identify?**
   - Ⓐ six types of human eye
   - Ⓑ the parts of the human eye
   - Ⓒ the functions of the optic nerve
   - Ⓓ six diseases of the human eye

2. **In which chapter of a book about vision would you probably find the passage and diagram?**
   - Ⓐ "Methods of Eye Examination"
   - Ⓑ "History of Optics"
   - Ⓒ "Infections of the Eye"
   - Ⓓ "Anatomy of the Eye"

3. **According to the diagram, which parts of the eye are behind the lens?**
   - Ⓐ the optic nerve and the retina
   - Ⓑ the optic nerve and the pupil
   - Ⓒ the retina, the pupil, the iris, and the cornea
   - Ⓓ the retina and the cornea

4. **Why are some of the words in the passage in boldface?**
   - Ⓐ They are difficult words to pronounce.
   - Ⓑ They also appear in the diagram.
   - Ⓒ They are part of the passage's main idea.
   - Ⓓ They are important subheadings.

STRATEGY PRACTICE List two important facts about the pupil.

_____

_____

WEEK

13

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Review the *Main Idea and Details* skill with students. Say: **Writers do not always state the main idea of a passage or paragraph explicitly. You have to infer what the main idea is.** Model by reading paragraph 1 aloud. Say: **This paragraph is introducing the sea wasp.** On the board, write: "The sea wasp of Australia is one of the deadliest jellyfish in the world." Say: **I took the most important details from the sentences and formed a main idea statement. To help you monitor your comprehension and find the main idea, pause after you read each paragraph and ask yourself, *What is this paragraph mostly about?* Check to see if your main idea matches the details in the paragraphs.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Ask for a volunteer to read aloud the instructions for the strategy practice activity. Then say: **As you think of the main idea for each paragraph, write it in the space provided for the strategy practice activity.** Have students read the passage. When students have finished, invite volunteers to share the sentences they wrote for the strategy practice activity. Then have students complete the skill practice activity.

DAY 2

Review the concept of the *Main Idea and Details* skill with students by saying: **Good details tell us more about the main idea. They further explain what the author wants you to know about a topic.** Tell students they are going to read an account of an unusual spacewalk. Then remind students of the *Visualization* strategy (Week 3). Say: **As you look for good details, notice which ones help you make a mental image of this spacewalk.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the importance of paying attention to sequence in a passage. Say: **By understanding sequence, we can understand nonfiction texts that tell the history of someone or something. As you read this passage about a sport called *skeleton*, pay attention to the dates mentioned in the passage**. **Dates usually indicate when something important happened.** Then remind students of the *Monitor Comprehension* strategy. Read aloud the instructions for the strategy practice activity. Say: **Taking good notes to monitor your comprehension includes summarizing main ideas or significant events from a passage.** Tell students to write notes in the space provided for the strategy practice activity as they read the passage. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share the notes they took while reading.

DAY 4

Review the *Sequence* skill with students. Say: **The plot in a work of fiction is usually told sequentially. By understanding sequence, you can better understand what happens in a story and when it happens.** Tell students they are going to read a folk tale. Then remind students of the *Visualization* strategy. Say: **As you read, look for vivid verbs and adjectives that help you picture what is happening.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills. Remind students of the *Monitor Comprehension* strategy. Say: **Rereading is a good way to monitor your comprehension and make sure you understood the main ideas and sequence of a passage. After you finish reading this passage, read it again to make sure you did not miss anything important.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Think about the main idea of each paragraph.

Deadly in the Water

Jellyfish can be beautiful to look at as they float gracefully in the sea. But most jellyfish have a painful sting, and one variety of jellyfish is considered the most dangerous living creature in the world. This creature, the sea wasp of Australia, can kill a large fish or even a human in minutes.

Sea wasps aren't the biggest jellyfish, but they can grow as large as a basketball. They have up to 60 long tentacles. The tentacles can dangle 15 feet down into the water and are loaded with thousands of stinging cells. When the sea wasp's tentacles brush up against an animal, chemicals on the animal's skin trigger the release of the sea wasp's venom. The venom affects the nerves and heart of the prey. Usually the sea wasp uses its venom on fish, which it then eats. But sometimes humans are unlucky enough to come into contact with a sea wasp's tentacles. These victims can suffer excruciating pain, nausea, breathing problems, and occasionally even death.

Australians have developed an antivenom to treat the sea wasp's stings. Like the antivenom used for poisonous snake bites, it counteracts the poison from the sting. But there is an easier, although very unusual way to avoid stings in the first place. Australian lifeguards and surfers often wear women's pantyhose on their arms and legs! This thin layer of nylon prevents sea wasps from touching people's skin, which keeps the tentacles from releasing their venom.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ what jellyfish are like
   - Ⓑ a kind of jellyfish called the sea wasp
   - Ⓒ how to avoid jellyfish stings
   - Ⓓ ways jellyfish hunt their prey

2. **Which of these details would be best to add to paragraph 2?**
   - Ⓐ The sea wasp is one of several kinds of box jellyfish.
   - Ⓑ When swimming in Australia, watch out for tentacles!
   - Ⓒ You can use vinegar to make a sea wasp release its tentacles from your skin.
   - Ⓓ The tentacles of a sea wasp can contain up to 5,000 stinging cells.

3. **According to the passage, Australian lifeguards deal with the problem of sea wasps by _____.**
   - Ⓐ wearing pantyhose to prevent stings
   - Ⓑ putting antivenom on their skin
   - Ⓒ swimming when sea wasps are less active
   - Ⓓ staying out of the water

4. **According to information in the passage, how do sea wasps attack their prey?**
   - Ⓐ They brush up against it.
   - Ⓑ They chase it down.
   - Ⓒ They crush it with their tentacles.
   - Ⓓ They shoot venom at it.

STRATEGY PRACTICE In your own words, write a sentence for each paragraph that tells the main idea.

_____

_____

_____

Name: _____

READ THE PASSAGE Look for good details that help you picture events from the passage.

Rain in Space?

One of the most thrilling and dangerous jobs of an astronaut is the spacewalk—leaving a spacecraft and floating in space while connected to the craft by a tether. One astronaut, Alexander Kaleri, took a spacewalk that was even more exciting and perilous than he had planned. On February 26, 2004, Kaleri and Commander Mike Foale were at the International Space Station in orbit around Earth. They planned to leave the space station to perform a list of repairs and experiments. It was the 52nd spacewalk at the space station.

At 4:17 PM, the hatch of the docking module opened, and the men began their spacewalk. The astronauts had five hours to complete their work.

Everything proceeded normally until 7:23 PM. At that time, Kaleri reported to Mission Control that there was water inside his spacesuit, saying, "I have rain inside the helmet. I have water inside the visor." He also reported that the water was "quite some amount, a significant amount. It felt like rain."

Immediately, officials on the ground grew worried. They found that a cooling device in the suit was not working correctly. They ordered the astronauts to return quickly to the space station, and by 8:12, the two men were back inside. It was the first spacesuit malfunction on a spacewalk—but it ended happily, with both astronauts safe and unhurt.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is paragraph 3 mostly about?**
   - Ⓐ the dangers of spacewalks
   - Ⓑ astronaut Alexander Kaleri
   - Ⓒ events during the 52nd spacewalk
   - Ⓓ a visit to the International Space Station

2. **How long did the spacewalk last?**
   - Ⓐ about 2 hours
   - Ⓑ about 4 hours
   - Ⓒ about 5 hours
   - Ⓓ about 52 hours

3. **What happened to Kaleri's spacesuit?**
   - Ⓐ The cooling system malfunctioned.
   - Ⓑ There was a hole in the sleeve.
   - Ⓒ It did not fit him correctly.
   - Ⓓ It leaked during a storm in space.

4. **What would be another good title for the passage?**
   - Ⓐ "The International Space Station"
   - Ⓑ "The Many Dangers of Space"
   - Ⓒ "Why Spacewalks Fail"
   - Ⓓ "A Memorable Spacewalk"

STRATEGY PRACTICE Write details from the passage that were easy to visualize.

_____

_____

_____

Name: _____

READ THE PASSAGE Pay attention to dates and important events described in the passage.

Skeleton on the Ice

Zooming downhill on a sled can be incredibly thrilling. But what if you were going eighty miles an hour? That's how fast the world's best competitors go in the sport of skeleton.

Skeleton competitors wear tight, stretchy uniforms that help lower wind resistance. They also wear helmets and goggles for protection. They need this special equipment for speed and safety while zipping down an icy track with hairpin turns.

Each skeleton sled holds one person. To take off, the athlete sprints as fast as possible, pushing the sled. Then the slider dives headfirst onto the sled, lying on his or her stomach. There is no steering or brakes on a skeleton. The slider steers the skeleton by shifting his or her body weight.

Skeleton began in 1892 in St. Moritz, Switzerland. Toboggans, which are long wooden sleds, were already popular, but the early skeleton sled was made mostly of metal. It looked like a skeleton, which may be how the sport got its name. The first skeleton race occurred in 1905. In 1928, when the Olympics were held in St. Moritz, skeleton became an Olympic sport. An American, Jennison Heaton, won the gold medal. The Olympics included skeleton again in 1948.

In 2000, the sport underwent another change when women began competing at the World Championships. The sport was part of the Olympics once again at the 2002 Games in Salt Lake City, Utah, when it became a permanent part of the winter Olympics. This dangerous sport with the spooky name is now practiced on a competitive level by men and women in 30 countries.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The first thing an athlete does to get the skeleton sled started on a run is _____.**
   - Ⓐ extend his or her head and feet off the sled
   - Ⓑ dive onto the sled
   - Ⓒ sprint while pushing the sled
   - Ⓓ shift his or her body weight

2. **Toboggans were invented _____.**
   - Ⓐ before 1892
   - Ⓑ in 1905
   - Ⓒ in 1928
   - Ⓓ after 1948

3. **When did skeleton first appear in the Olympics, and when did it reappear?**
   - Ⓐ 1892, 1905
   - Ⓑ 1928, 1948
   - Ⓒ 1905, 1928
   - Ⓓ 1948, 2000

4. **Which event happened last in skeleton?**
   - Ⓐ It became a permanent Olympic sport.
   - Ⓑ Women began competing.
   - Ⓒ It made its second Olympic appearance.
   - Ⓓ Jennison Heaton won a gold medal.

STRATEGY PRACTICE As you read, write down notes that tell you about the history of the sport of skeleton.

_____

_____

Name: _____

Sequence

WEEK 13
DAY 4

READ THE PASSAGE Pay attention to what happens in the passage and when it happens.

The Greedy Tiger and the Big Wind

Long ago, the rains did not fall, and there was a terrible drought. It was hard to find food, and the animals became hungry and thirsty. Only one tree had fruit. It was a big, beautiful pear tree that grew in the middle of a field. Its roots reached deep into the earth, where they drank from an underground spring. Its pears were plump and juicy. The tree, however, was guarded by a cruel and greedy tiger. Although he couldn't possibly eat all the fruit that the tree provided, Tiger wouldn't let any of the other animals touch the pears.

The desperate animals went to Rabbit and asked for help. Rabbit helped them form a plan. Then he went to Tiger and said, "Tiger, a great wind is coming. It will be so strong that it will blow everyone off the earth!" While Rabbit talked to Tiger, the birds, which were hidden in the forest, began to flap their wings wildly, creating a strong breeze. Next, other animals beat on the ground and swung through the trees, causing the trees to sway and shake. Tiger believed that the great wind had come, and he was terrified.

"I will tie you down with rope so the wind cannot blow you away," Rabbit offered. Tiger agreed, and Rabbit tied him tightly to a tree. Finally, Rabbit called the other animals, who came out of the forest and ate every delicious pear on the tree, laughing at the selfish tiger who watched helplessly.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The animals of the forest grew very hungry after _____.**
   - Ⓐ Tiger ate all the juicy pears
   - Ⓑ a drought came to the land
   - Ⓒ the rains came to the land
   - Ⓓ a great wind began to blow

2. **Before Rabbit tied up Tiger, the animals _____.**
   - Ⓐ were afraid to eat the pears
   - Ⓑ ate all the pears
   - Ⓒ laughed at Tiger
   - Ⓓ came out of the forest

3. **What did Rabbit have to do before the animals could eat?**
   - Ⓐ create a big wind
   - Ⓑ make Tiger angry
   - Ⓒ wait for the pears to ripen
   - Ⓓ tie Tiger to a tree

4. **What happened after the animals made noise in the forest?**
   - Ⓐ Tiger ran away in fear of the wind.
   - Ⓑ Tiger allowed Rabbit to tie him up.
   - Ⓒ Rabbit formed a plan.
   - Ⓓ Rabbit warned Tiger about the wind.

STRATEGY PRACTICE List the words or phrases from the passage that helped you visualize the details.

_____

_____

_____

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READ THE PASSAGE Look for good details that support the main idea. Also, look at the order of important events mentioned in the passage.

Dinosaur Buddies

Triceratops, the plant-eating dinosaur with three horns on its head, was long considered a solitary animal. Fossils for more than fifty adult triceratops have been found, and each triceratops was found with no other triceratops nearby.

Scientists revised their theory of the lone triceratops in 2005, though. In southeastern Montana, they discovered a site that contained triceratops fossils embedded in rocks that were 66 million years old. The person who found the site named it the Homer site, after Homer Simpson from the television show *The Simpsons* because the plodding dinosaurs reminded the scientist of the cartoon character.

At the Homer site, paleontologists, or scientists who study fossils, found a group of three young triceratops fossils. It was evident to the paleontologists that the fossils were not found together by chance. The scientists deduced that the bodies of the juvenile dinosaurs had been deposited by a flood and that they were part of a herd of young triceratops that lived together.

Paleontologists admit they don't know how much time the young triceratops spent together, or even why they were in a group. The scientists believe the animals might have banded together for protection. The young of other similar dinosaurs have been proven to have lived in herds. Based on this finding, the scientists concluded that young triceratops probably lived in herds as well. They expect to find still more fossils of young triceratops at the Homer site.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which detail suggests that young triceratops might have lived in herds?**
   - Ⓐ Scientists proved that other kinds of dinosaurs lived in groups.
   - Ⓑ Three juvenile fossils were found together.
   - Ⓒ A flood deposited the fossils at the site.
   - Ⓓ Adult triceratops fossils were found with no other triceratops nearby.

2. **Before the discovery of the Homer site, paleontologists believed that _____.**
   - Ⓐ all triceratops were solitary
   - Ⓑ adult triceratops lived in herds
   - Ⓒ juvenile triceratops lived in herds
   - Ⓓ all triceratops lived in groups

3. **The passage is mostly about _____.**
   - Ⓐ a herd of triceratops
   - Ⓑ what paleontologists do
   - Ⓒ a new theory based on a fossil discovery
   - Ⓓ how triceratops protected themselves

4. **What do scientists think will happen next after the discovery at the Homer site?**
   - Ⓐ They will prove juvenile triceratops were solitary.
   - Ⓑ They will find more juvenile triceratops fossils at the site.
   - Ⓒ They will prove that adult triceratops lived in herds.
   - Ⓓ They will discover previously unknown kinds of dinosaur fossils.

STRATEGY PRACTICE Write two details that support paleontologists' theory about young triceratops.

_____

_____

WEEK

14

Cause and Effect

Students practice identifying cause-and-effect relationships by looking for what happens (the effect) and why it happens (the cause).

Evaluate Evidence

Students practice evaluating evidence by identifying the author's main idea and examining the evidence the author uses to support that idea.

DAY 1

Review the *Cause and Effect* skill with students. Say: **An effect is something that happens. The cause is why the effect happened. Some causes can have multiple effects, and some effects come from multiple causes.** Tell students they will read about what causes smells and how they affect people differently. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read, look for the important information that helps you understand the cause-and-effect relationships.** Then have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Cause and Effect* skill with students. Tell them they are going to read an excerpt of a girl's cooking journal. Say: **Sometimes you might read only the cause or effect of something and have to infer the rest of the cause-and-effect relationship. You have to think actively about what is happening and why it happens.** Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, think of questions you have about Carole or her experiences in the Cooking Club.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Evaluate Evidence* skill with students. Say: **Writers include details, sometimes called *evidence*, to support their main ideas, sometimes called *claims*.** Model by saying: **If I made the statement that lemons and limes contain vitamin C, that would be a claim. If I told you how scientists know what is inside fruits and vegetables, that would be part of the evidence to support my claim.** Tell students they are going to read about identical twins. Then remind students of the *Determine Important Information* strategy. Say: **As you read, look for important information that provides evidence in support of each main idea, or claim.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students that writers make claims for the topics they are writing about and support those claims with evidence. Then tell students they will read about Alexander the Great, a leader and commander in ancient Greece. Review the *Ask Questions* strategy. Say: **By asking questions before we read, we set a purpose for reading that can help us stay focused and interested. Think about what you know and want to know about Alexander the Great, and write a question in the space provided for the strategy activity. As you read, look for the answer to the question.** Then direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together, and allow volunteers to share the questions they wrote.

DAY 5

Tell students they will practice the *Cause and Effect* skill with the *Evaluate Evidence* skill as they read a passage about mosquitoes. Say: **As you read, look for causes and effects, and evaluate the evidence that the writer gives to support her claims.** Then remind students of the *Determine Important Information* strategy. Say: **Look for the information that you think offers the strongest evidence to support the writer's claims.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for causes and effects that explain our ability to smell things.

Get a Whiff of This

A fresh rose, a puddle of gasoline, or a trash bin of rotting garbage—you know it when you smell it! But where do smells come from? Odors are chemicals found in tiny molecules that float in the air. Anything with a smell, whether it is minty toothpaste or a moldy bathmat, sends off a mixture of these tiny molecules. When they reach your nose, you inhale and some of the chemicals reach nerve cells in your nasal cavity. Nerves send the message to your brain: "Something smells in here!"

Not everyone reacts to smells in the same way. Some people are very sensitive to specific smells, and others can hardly smell anything at all. Researchers have discovered that our ability to detect odors is genetic, which means that it is passed on from parents to their children. Every person recognizes smells differently.

Strong smells linger because the chemicals do not change easily. One of the most pungent aromas known is that of a skunk's spray. Getting rid of the smell on a person or dog that has been sprayed can be quite difficult. Some traditional methods, such as bathing in tomato juice, only mask the odor. Other mixtures, such as a mixture of hydrogen peroxide and baking soda, work better because they actually change the chemical composition of the odor molecules. But they can't neutralize the smell completely. Wetness can bring out a smell that you thought you had gotten rid of. So, a dog might smell OK when its fur has dried after a bath, but when it starts to rain, you might need to hold your nose again!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What causes smells?**
   - Ⓐ patterns of odor recognition
   - Ⓑ mixtures of foods
   - Ⓒ chemicals in the air
   - Ⓓ nerves in the nasal cavity

2. **Why do people react differently to smells?**
   - Ⓐ Some people have genetic diseases.
   - Ⓑ People's unique sensitivity to odors is genetic.
   - Ⓒ Levels of moisture change what they smell.
   - Ⓓ People's noses change chemicals differently.

3. **Why is tomato juice *not* effective in getting rid of the smell of skunk spray on a dog?**
   - Ⓐ It only neutralizes the smell temporarily.
   - Ⓑ It only changes the color of the dog's fur.
   - Ⓒ It only makes the smell worse.
   - Ⓓ It only hides the smell.

4. **What causes a smell to be neutralized?**
   - Ⓐ a chemical change in the odor molecules
   - Ⓑ the odor entering the nasal cavity
   - Ⓒ water interacting with the odor
   - Ⓓ nerves in the nose detecting the odor

STRATEGY PRACTICE Explain which information in the passage is most important to understand for knowing how to deal with skunk spray.

_____

_____

READ THE JOURNAL Think about the causes for the effects you read about.

Carole's Cooking Journal

Monday, April 6
This month, we had to choose an optional activity to do during last period. Should it really be called "optional" if you have to do it? Unfortunately, I waited until the last minute to sign up. Many of the activities were already full, but I decided to join the Cooking Club because at least that way I would get a snack to eat.

Tuesday, April 7
Like many of my ideas, joining the Cooking Club made sense at first but is turning out to be a disaster. Most people have been in the club for more than a year, so they already know what they're doing. And since they all know each other, they aren't exactly interested in a newcomer.

Thursday, April 9
How was I supposed to know that if a recipe says to beat cookie batter, you're not supposed to do it with your fists? I thought the other kids would never stop laughing. And it's not easy to get cookie batter off your clothes.

Friday, April 10
More fun in Cooking Club. Now I know that chocolate mousse is a dessert and it isn't spelled m-o-o-s-e. "Mousse" and "moose" sound exactly the same. So I don't think my question about whether vegetarians can eat chocolate mousse was really that silly.

Monday, April 13
One of my bright ideas worked out for a change! Everyone laughed when I handed out the chocolate "moose" cookies that I made yesterday, but this time I was laughing, too. The peanut butter antlers were a huge hit. We're even planning to make another batch for the bake sale next week.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why does Carole decide to join the Cooking Club?**
   - Ⓐ It is the only activity that still has openings.
   - Ⓑ Her friends are in the club.
   - Ⓒ She wants to improve her cooking skills.
   - Ⓓ She hopes to get an afternoon snack.

2. **Why does Carole feel cut off from the rest of the club?**
   - Ⓐ The other members already know each other well.
   - Ⓑ She is confused by the cooking terms.
   - Ⓒ She makes some mistakes during her first week in the club.
   - Ⓓ She is not interested in the club's activities.

3. **Why does Carole beat the cookie batter with her fists?**
   - Ⓐ She is upset about being in the club.
   - Ⓑ She misunderstands a cooking term.
   - Ⓒ Her mixer stops working.
   - Ⓓ The club members ask her to do the most difficult task.

4. **What causes club members to change their attitude toward Carole?**
   - Ⓐ They saw that they hurt her feelings.
   - Ⓑ She helps the club raise money.
   - Ⓒ She shows that she has a sense of humor.
   - Ⓓ They realize that she has better cooking skills than they do.

STRATEGY PRACTICE Write one question about Carole that you thought of while reading the journal.

_____

Name: _____

READ THE PASSAGE Look for evidence that supports the author's main ideas, or claims.

How Identical Is Identical?

Everyone knows that identical twins look alike, right? Not quite. Although it may be very hard to tell identical twins apart, no two people are exactly the same—even identical twins.

Identical twins develop from the same fertilized egg, so they share the same genes. Genes contain the information that determines people's physical traits. While most people have their own unique set of genetic instructions, identical twins are unusual because they both have the same set. But researchers have discovered that those instructions do not tell the entire story. The environment in which each twin grows and develops also affects many aspects of their physical appearance and personality. Even small differences can have considerable effects.

Fingerprints are a good example. One might assume that identical twins have the same fingerprints. But detectives have known for many years that this is not the case. Like snowflakes, no two fingerprints are alike. Unique patterns on the tips of the fingers appear as the child develops in the womb. While genetic instructions are the primary influence on fingerprint patterns, researchers have discovered other factors that also have an impact. The rate of bone growth, or environmental factors such as pressure in the mother's womb and contact with fluid, can also affect the developing twins' fingerprint patterns. So even though two twins grow next to each other in the womb, they experience slightly different environments. As a result, they develop slightly different fingerprints.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the author, the fact that twins do *not* have identical fingerprints proves that _____.**
   - Ⓐ they are not actually twins
   - Ⓑ no two people are exactly alike
   - Ⓒ genetic patterns do not affect appearance
   - Ⓓ twins often have different personalities
2. **Which of the following is *not* an environmental factor that can still affect fingerprint patterns?**
   - Ⓐ contact with fluid
   - Ⓑ rate of bone growth
   - Ⓒ pressure in the womb
   - Ⓓ how twins are raised
3. **Evidence in the passage suggests that _____.**
   - Ⓐ twins often have the same thoughts
   - Ⓑ the shape of a snowflake is determined by genes
   - Ⓒ environment affects people more than their genes do
   - Ⓓ genetics and the environment affect growth
4. **Evidence in the passage suggests that the physical differences between identical twins are usually _____.**
   - Ⓐ significant
   - Ⓑ impossible to determine
   - Ⓒ measured after birth
   - Ⓓ small

STRATEGY PRACTICE In paragraph 3, the author says that fingerprints are a "good example." What are they a good example of? Why?

_____

_____

Name: _____

READ THE PASSAGE Look for the reasons the author gives to prove the claims he makes.

A Mystery in Macedonia

Alexander the Great's accomplishments are well-known. One of the greatest military leaders of all time, this Greek king of ancient Macedonia was undefeated in battle. Yet one part of his life remains a mystery—the cause of his death one month before his 33rd birthday.

Historians agree on a few facts about his death. On May 29, 323 BC, Alexander became ill after attending a banquet. He remained in bed with a high fever. By June 9, he was unable to move or speak, and could only acknowledge visitors by waving his hand. Two days later, he was dead.

Today, there are several theories about the cause of his death. Some experts believe he died of a disease. Malaria and typhoid fever were both common in the region at that time. Drinking alcohol, as he did at the banquet, might have increased the effects of the disease.

Other historians suspect that Alexander was murdered—poisoned by one of his many enemies. Critics of this theory point out that twelve days passed before Alexander died, and long-acting poisons were not common in ancient Macedonia. Supporters of the theory, however, respond by suggesting that Alexander might have been poisoned once on May 29 and then again before he died.

Recently, some historians have suggested another possibility. People who knew Alexander often described his unusual posture. He held his head high, looking upward and outward. This pose might have been the result of a spinal condition known as scoliosis. It's possible that a related spinal infection was the cause of his inability to move and may have led to his death. For now, however, the questions surrounding Alexander's death remain unanswered.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which possible meaning of the title is supported by information in the passage?**
   - Ⓐ The location of Macedonia is a mystery.
   - Ⓑ The date of Alexander's death is a mystery.
   - Ⓒ The cause of Alexander's death is a mystery.
   - Ⓓ The cause of scoliosis was a mystery to Macedonians.

2. **Which detail supports the theory that Alexander died of a disease?**
   - Ⓐ Alexander died before his 33rd birthday.
   - Ⓑ Malaria and typhoid fever were common.
   - Ⓒ Alexander's posture was unusual.
   - Ⓓ Alexander attended a banquet before dying.

3. **Which evidence is used to dispute the theory that Alexander was murdered?**
   - Ⓐ Alexander may have been poisoned twice.
   - Ⓑ Alexander had a lot of enemies.
   - Ⓒ Alexander consumed alcohol before his final illness.
   - Ⓓ Long-acting poisons were uncommon.

4. **Which detail supports the theory that Alexander's death was related to scoliosis?**
   - Ⓐ Alexander died after going to a banquet.
   - Ⓑ Alexander was unable to move just before he died.
   - Ⓒ Alexander had many enemies.
   - Ⓓ Alexander drank alcohol heavily.

STRATEGY PRACTICE Before you read the passage, write a question you have about Alexander the Great. If you find the answer as you read, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Look for cause-and-effect relationships that the author describes. Think about the evidence that the author gives to support her claims.

What Mosquitoes Like About You

Do you ever feel like mosquitoes single you out in a crowd? Do you think your blood must be extra tasty because you're the one who always gets bitten when no one else does? It turns out that mosquitoes do have preferences, but it isn't tasty blood that attracts them to their target. It's all about how easy a person is to find. Mosquito expert Susan Paskewitz explains that "the main things are how you smell and how warm you are."

Two scents that are particularly attractive to mosquitoes are carbon dioxide and lactic acid. Both of these chemicals are produced when you breathe or sweat. So, when you exercise, mosquitoes may zoom after you. That's because exercising causes your muscles to build up lactic acid. Also, your sweat emits carbon dioxide, and your body temperature increases. But not everyone produces carbon dioxide and lactic acid at the same rate. Some people produce higher levels, so they are more likely to attract mosquitoes.

Even your sense of style can affect whether or not you get bitten. Mosquitoes use color to decide where to land, and they prefer dark colors. Wearing a black or dark blue T-shirt is a good way to turn yourself into a giant target for mosquitoes. Wear white, and they might fly right by.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of the following is most likely to cause a mosquito to find and bite you?**
   - Ⓐ the way you look
   - Ⓑ the way you taste
   - Ⓒ the way you smell
   - Ⓓ the way you sound

2. **The writer would probably agree that a reasonable way to discourage mosquito bites is to _____.**
   - Ⓐ avoid all types of exercise
   - Ⓑ wear light-colored clothing
   - Ⓒ stop producing carbon dioxide when you breathe
   - Ⓓ try to increase your lactic acid levels

3. **Which of the following is *not* a reason that mosquitoes are attracted to people who have just exercised?**
   - Ⓐ Their body temperature is higher than normal.
   - Ⓑ They produce higher levels of carbon dioxide.
   - Ⓒ Their lactic acid level increases.
   - Ⓓ Their blood sugar level increases.

4. **The writer quotes mosquito expert Susan Paskewitz in order to _____.**
   - Ⓐ explain what attracts mosquitoes
   - Ⓑ prove that mosquitoes like blood
   - Ⓒ show that mosquitoes have an important job in the ecosystem
   - Ⓓ support the idea that mosquitoes spread deadly diseases

STRATEGY PRACTICE What information does the author give as evidence of which senses mosquitoes use to find their prey?

_____

_____

WEEK

15

Compare and Contrast

Students practice comparing and contrasting by looking at the similarities and differences between two or more people or things.

Make Inferences

Students practice making inferences by using clues in a passage to understand what is being implied or inferred.

DAY 1

Review the *Compare and Contrast* skill with students. Say: **When we compare and contrast, we look at how two or more things are alike and different.** Tell students they are going to read about two superheroes. Then remind students of the *Make Connections* strategy (Week 2). Say: **As you read this passage, think about other superheroes you know about. Think of how those superheroes are similar to and different from the superheroes in this passage.** Then have students read the instructions at the top of the page before they read the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Compare and Contrast* skill. Then tell students they are going to read about different types of volcanoes. Say: **Scientists classify volcanoes based on the differences between how they form and how they erupt. Pay attention to these differences as you read.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **A good way to monitor your comprehension is to annotate, or mark up, the passage. As you read, underline three ideas that you think are important to remember.** When students have finished reading, direct them to complete the skill practice activity. Review the answers together. For the second part of the strategy practice activity, pair students or complete it as a group.

DAY 3

Review the *Make Inferences* skill with students. Say: **When we make an inference, we use clues from the passage and our background knowledge to figure out information that is not directly stated in the passage.** Tell students they are going to read a passage about two men who discover a cave. Then remind students of the *Make Connections* strategy. Say: **In order to make good inferences, you have to connect what you are reading to what you already know. As you read, use your background knowledge about caves, explorers, and protecting the environment to help you infer.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Make Inferences* skill. Then tell students they are going to read about an ancient library. Say: **This library is unlike the libraries you may have visited. However, you can still use your background knowledge about libraries to help you make inferences as you read.** Then remind students of the *Monitor Comprehension* strategy. Say: **A good reader will often reread a passage to make sure he or she understands the writer's main ideas about a topic. After you read the passage, read it again to make sure you did not miss any important information.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Compare and Contrast* and *Make Inferences* skills as they read a science fiction story about living on a new planet. Say: **When writers make up new worlds or write about things that do not exist, they still have to make these things understandable to readers. I could invent an alien language, but if I wrote a story only in that language, you could not understand it. Good writers invent settings, characters, and situations that their readers can compare to people, places, and events in the "real world." As you read, you can also use clues to make inferences. This will help you better understand the unusual things you read about.** Direct students to read the passage and to complete the skill and strategy practice activities.

Name: _____

READ THE PASSAGE Think about how the heroes are alike and different.

Two New Superheroes Make Their Debut

Have you ever created your own superhero? I have! My superheroes are named Clockwork and Chrysalis. Like most comic book heroes, my superheroes fight for truth and justice. They deliver criminals to the police and have secret identities.

Clockwork spends his days as Henry Kadosh, a geeky, mild-mannered science teacher who frequently ruins his experiments in class. No one suspects he's really a brilliant scientist who has discovered how to travel through time. The youngest of eight children, Henry has always idolized his oldest brother Raul, also a scientific genius. After Raul was hurt in a lab accident, Henry helped his brother by taking over Raul's work. Eventually, Henry discovered the secret to making time travel possible. Now, as Clockwork, he serves humanity by traveling back in time and stopping crimes before they happen.

Chrysalis was born a Cherokee in 1833. During a forced march from her people's ancestral homeland, Chrysalis's father slipped and twisted his ankle. As Chrysalis kneeled on the ground to help her father, she was simultaneously stung by a scorpion and bitten by a rattlesnake. The combination of the venoms gave her the ability to change into different animals and use their powers. For instance, she can temporarily blind enemies by becoming an octopus and shooting ink in their eyes. Or she can stun her enemies the way an electric eel does. She can also see as well as a hawk does. Chrysalis channels her anger into fighting crimes against the environment. Once, after shape-shifting into an arctic clam to eavesdrop on whale hunters, she gained the clam's ability to live for centuries. Chrysalis has countless secret identities.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the passage, how are Clockwork and Chrysalis like other superheroes?**
   - Ⓐ They wear special costumes.
   - Ⓑ They stop crimes before they happen.
   - Ⓒ They change their shapes.
   - Ⓓ They fight for truth and justice.

2. **What did both Clockwork and Chrysalis experience before they became superheroes?**
   - Ⓐ Both were bitten by animals.
   - Ⓑ Both gained their powers while trying to help a family member.
   - Ⓒ Both were forced from their homes.
   - Ⓓ Both admired an older sibling.

3. **How are Clockwork and Chrysalis different?**
   - Ⓐ Clockwork is geeky and bungling, and Chrysalis is good-natured and calm.
   - Ⓑ Chrysalis uses her abilities for good, but Clockwork uses his abilities for evil.
   - Ⓒ Chrysalis upholds the law, while Clockwork tries to change the laws.
   - Ⓓ Clockwork is mild-mannered, while Chrysalis is angry.

4. **How are Clockwork and Chrysalis alike?**
   - Ⓐ Both travel back in time to fight crime.
   - Ⓑ Both are scientists.
   - Ⓒ Both have secret identities.
   - Ⓓ Both assume other shapes and forms.

STRATEGY PRACTICE Describe a superhero you know about and how Clockwork or Chrysalis is like that character.

_____

_____

READ THE PASSAGE Think about how the different kinds of volcanoes form and erupt.

Cinder Cones and Stratovolcanoes

What do you think of when you hear the word *volcano*? Most likely, you get a picture in your mind of a stratovolcano. Shaped like a cone with a crater at the top, stratovolcanoes are characterized by violent, explosive eruptions. Huge quantities of hot gases, ash, and rocks explode into the air. Lava rushes down the volcano's sides. These eruptions come from one or more vents, or "chimneys," inside the volcano. Stratovolcanoes are sometimes called composite volcanoes because they are built up, layer on layer, by repeated eruptions of ash and lava over hundreds of years. They can rise more than 8,000 feet from their base. Some of the world's most spectacular mountains are actually stratovolcanoes.

Another kind of volcano is the cinder cone. Like stratovolcanoes, cinder cones are cone-shaped. They often have a crater at the top. Cinder cones, however, are tiny compared to stratovolcanoes. According to the U.S. Geological Survey, they are "built from particles and blobs of congealed lava ejected from a single vent." As the gas-charged lava shoots into the air, it breaks into small pieces. These small pieces quickly become solid and fall to the ground as cinders. As more cinders erupt from the vent, they fall on top of one another. Gradually, the cone-shaped mound of volcanic rocks grows taller. Once all the gases have escaped and eruptions cease, lava may continue to flow out of the vent and down the sides of the cone. Cinder cones usually build up over a period of several months to a few years. But they seldom grow to more than 1,000 feet tall.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is one similarity between a stratovolcano and a cinder cone?**
   - Ⓐ Both are cone-shaped.
   - Ⓑ Both can be more than 8,000 feet tall.
   - Ⓒ Both are sometimes called composite volcanoes.
   - Ⓓ Both make up Earth's most spectacular mountains.

2. **How are stratovolcanoes and cinder cones different?**
   - Ⓐ Only stratovolcanoes produce lava.
   - Ⓑ Only stratovolcanoes have chimneys.
   - Ⓒ Cinder cones have a crater at the top.
   - Ⓓ Cinder cones usually build up more quickly.

3. **What is another difference between stratovolcanoes and cinder cones?**
   - Ⓐ Cinder cones usually have more vents.
   - Ⓑ Stratovolcanoes are usually much taller.
   - Ⓒ Only stratovolcanoes erupt into the sky.
   - Ⓓ Rocks erupt only from cinder cones.

4. **How are stratovolcano and cinder-cone eruptions alike?**
   - Ⓐ Both produce violent explosions of hot gas and ash.
   - Ⓑ Both force material through a single vent.
   - Ⓒ Both push out materials that shape the sides of the volcano.
   - Ⓓ Both kinds of eruptions last for hundreds of years.

STRATEGY PRACTICE Underline three ideas from the passage that you think are important to remember. Show a partner the ideas you underlined and explain why you chose them.

Name: _____

READ THE PASSAGE Use clues from the passage and your own experiences to make inferences as you read.

Secrecy at Kartchner Caverns

On a cool November day in 1974, two young men made the discovery of a lifetime. Randy Tufts and Gary Tenen had been searching for caverns in the limestone mountains of southern Arizona. Limestone dissolves when water seeps through it, often forming underground cavities and deposits of a mineral called calcite. As a geology student and someone who liked to explore caves, Tufts hoped to find caverns in the area. But what they discovered was remarkable! What Tufts and Tenen had found was a "living" cave—a cave with calcite formations that are still growing—and it was untouched by humans.

Tufts and Tenen knew immediately that the caverns had to be protected. If word got out, curious visitors would come and disturb the cave. They would leave behind footprints and litter. The resulting microbes would begin destroying the delicate formations and ecosystem of the cave.

The two men shared their secret with just enough friends to limit the explorers' impact on the caverns' environment. For a year, they explored in their socks, touching as little as possible. The moist, humid cave was two-and-a-half miles long with two huge rooms and 26 smaller ones. Nearly all the rooms contained formations such as icicle-shaped stalactites, as well as more unusual deposits called soda straws, draperies, and cave bacon.

Eventually, Tufts and Tenen told others what they had found. First they notified the owners of the land, and then they told Arizona officials. A secret for nearly two decades, the caverns became a state park. Rangers now protect the caves with elaborate procedures. Visitors enter through airtight chambers designed to keep dry air out of the caverns. Because of this and other precautions, geologists hope Kartchner Caverns will remain a living cave for many years.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why did Tufts and Tenen keep the caverns a secret for so long?**
   - Ⓐ They were not sure of what they had found.
   - Ⓑ They did not want them to become a state park.
   - Ⓒ They wanted to protect the caverns.
   - Ⓓ They wanted to keep the caverns for themselves and their friends.

2. **What do you think caused formations like soda straws and draperies?**
   - Ⓐ animals digging up the rocks
   - Ⓑ water seeping through limestone
   - Ⓒ ancient people who lived in the caves
   - Ⓓ litter left by curious visitors

3. **Which of the following would most likely *not* damage the environment of a living cave?**
   - Ⓐ food left behind by visitors
   - Ⓑ microbes carried in on shoes
   - Ⓒ dry air from outside
   - Ⓓ rainwater seeping into the cavern

4. **Why do you think the caverns became a state park?**
   - Ⓐ because the state can protect the caverns better
   - Ⓑ because the landowners wanted to keep trespassers off the property
   - Ⓒ because Tufts and Tenen worked for the state
   - Ⓓ because the state wanted to discourage visitors from coming to the caverns

STRATEGY PRACTICE Describe a place you know of that is worth protecting.

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage to infer information about the ancient library.

Ashurbanipal's Library

Many of us have to pay fines when we return overdue library materials. Even worse, if we lose the materials, we may have to pay to replace them. While we may dislike these penalties, we should consider ourselves lucky. At least one early library threatened people with much harsher punishments.

The world's first known library with a system of organization and cataloged materials was in the ancient city of Nineveh, Assyria, near what is now Mosel, Iraq.

Unlike Egyptians, who wrote on a paper called papyrus, Assyrians wrote manuscripts on clay tablets. In the 1800s, archaeologists discovered vast numbers of these manuscripts in Nineveh's ruins. Scholars were able to read them and found notes at the bottom of each tablet that told who had owned them. They were part of the private library of King Ashurbanipal (AH-shoor-BAHN-ih-pahl), who ruled Assyria from 668 BC to 627 BC. Unlike many kings of that time, Ashurbanipal was able to read and write.

Scholars believe that Ashurbanipal's library contained more than 1,200 titles on thousands of tablets. Many had been taken from defeated enemies during wartime—a common practice at the time. Others had been copied from earlier tablets. The library contained dictionaries as well as tablets on religion, science, magic, and history. It also contained literature, such as the *Epic of Gilgamesh*, a famous story from the region. Materials were even organized into different rooms, much like today's libraries.

Although this was a private library, other people could use it. However, unlike today's library books, materials from Ashurbanipal's library contained curses threatening the wrath of the gods against anyone stealing or writing on the manuscripts. Maybe today's library fines really aren't so bad.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Information in the passage suggests that manuscripts in the ancient world _____.**
   - Ⓐ belonged to religious leaders
   - Ⓑ were considered valuable
   - Ⓒ contained useless information
   - Ⓓ were used as weapons

2. **Based on information in the passage, what can you infer about ancient Assyria?**
   - Ⓐ It fought many needless wars.
   - Ⓑ It was primitive and undeveloped.
   - Ⓒ It was a powerful kingdom.
   - Ⓓ It was disorganized and lawless.

3. **What can you infer about Ashurbanipal?**
   - Ⓐ He was a brutal leader.
   - Ⓑ He was unable to read and write.
   - Ⓒ He was intelligent and cultured.
   - Ⓓ He was not religious.

4. **Why might Assyria's manuscripts have survived while those of ancient Egypt did *not?***
   - Ⓐ Ashurbanipal's library was well protected.
   - Ⓑ No one was interested in Assyria's manuscripts.
   - Ⓒ Ashurbanipal placed a curse on the materials.
   - Ⓓ Clay does not decay as easily as paper.

STRATEGY PRACTICE Describe something in the passage that you understood better after rereading it.

_____

_____

READ THE PASSAGE Use your background knowledge and information from the passage to compare Siara 5 to Earth and to make inferences about life in the future.

Transfer to Siara 5

Aray Singer and his father gazed down on the fields of grain below as their sky taxi flew from the spaceport orbiting Siara 5, their new home. Many things on this planet were already familiar to Aray. Flying taxis, hearing implants that translated languages, and clothing that adjusted to the weather were common on Earth. Aray had been surprised, though, by how many activities were handled by machines on Siara 5. It seemed like the machines did everything. Unlike on Earth, visitors to Siara 5 transferred from spacecraft to sky taxi without the help of shuttle drivers or immigration officials.

As Aray looked more closely at the fields below him, he realized things weren't as automated as he had first thought. The land was clearly worked not by machine, but by hand—or rather, paw. Apes and monkeys were the workers that plowed fields, planted seedlings, and even harvested grain. As he and his father flew over orchards, Aray saw spider monkeys handpicking bizarre fruits, while orangutans packed the fruits into crates.

Aray and his father got out of the shuttle at a high-rise building and were greeted graciously by a staff member who offered to take them up to Mr. Singer's new office. The staff member was a gorilla! "Your meeting is already in progress," the gorilla said. Auto-translators made communication easy, even among different species.

Emerging from the elevator, Aray scanned the office: baboons, gorillas, chimpanzees, gibbons, and other kinds of apes and monkeys sat around a massive wooden table. "I hope you don't mind if my son sits in on the meeting," said Mr. Singer. "We haven't had time to go to our new apartment."

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How is Siara 5 like Aray's Earth?**
   - Ⓐ Machines handle everything.
   - Ⓑ Immigration officials meet visitors on arrival.
   - Ⓒ Clothing adjusts to the planet's weather.
   - Ⓓ Agriculture has been automated.

2. **What is different about Earth in the passage compared to Earth today?**
   - Ⓐ People travel to other planets.
   - Ⓑ People use taxis.
   - Ⓒ People speak different languages.
   - Ⓓ The weather changes.

3. **What can you tell about what the future of Earth is like in the passage?**
   - Ⓐ Other species control the planet.
   - Ⓑ People use a lot of new technology.
   - Ⓒ People no longer grow their own food.
   - Ⓓ Children are not raised by their parents.

4. **How does Aray probably feel when he sees the apes and monkeys on Siara 5?**
   - Ⓐ disgusted
   - Ⓑ comforted
   - Ⓒ frightened
   - Ⓓ surprised

STRATEGY PRACTICE Describe how the passage is like another science fiction story or movie you know.

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WEEK 16

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

DAY 1

Review the elements of characters and the setting with students. Say: **Stories can have many characters, although usually just one is the main character. The setting is where and when the events in a passage take place.** Tell students they will read about a girl named Shakira. Then review the *Monitor Comprehension* strategy (Week 1). Say: **Taking notes is a good way to make sure you are understanding the characters and settings in a story. As you read this passage, take notes about Shakira and Mattie and what you think these characters are like. Write your notes in the space provided for the strategy practice activity.** Have students read the instructions at the top of the page and the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share the notes they took.

DAY 2

Review the *Character and Setting* skill with students. Say: **Like fiction passages, nonfiction passages can also have characters and settings. It is important to know how to find the character and setting of biographies, for example, to best understand the life and times of a famous or important person.** Tell students they are going to read a passage about Julius Caesar, a famous Roman leader. Build background by explaining that "the ides" refers to the 15th of March, May, July, and October, and the 13th of the other months. Remind students of the *Visualization* strategy (Week 3). Say: **As you read, look for words and phrases that help you create a picture in your mind.** When students have finished reading, direct them to complete the skill and strategy practice activities.

DAY 3

Review the definition of *theme* with students. Say: **A theme is a lesson or a view about life. Often a passage's theme will not be directly stated. Instead, you have to infer whether the theme is based on what happens in the passage or based on opinions that the writer expresses.** Tell students they are going to read a passage about elephant tusk trading. Then remind students of the *Monitor Comprehension* strategy. Say: **Taking notes is a good way to remember important events, thoughts, or ideas you come across in a passage. As you read, make notes about the topic that help you understand the theme. Write your notes in the space provided for the strategy practice activity.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share the notes they took for the strategy practice activity.

DAY 4

Review the *Theme* skill with students. Say: **When you are trying to understand the theme of a nonfiction passage, look for value words that the author uses. For example, if I used the word *disgusting* to describe fast-food hamburgers and fries, would you think my view about these things is positive or negative?** (negative) **If I have a negative view of fast food, would you expect to see a theme of my writing to be how eating unhealthy food is a good thing?** (no) Tell students they are going to read about a special fish called the anglerfish. Then review the *Visualization* strategy, and tell students to make a mental picture of what they read. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 5

Tell students they will practice both the *Character and Setting* and *Theme* skills as they read about two students who are competing in a poster contest. Then remind students of the *Monitor Comprehension* strategy. Say: **As you read, stop after each paragraph and tell yourself what it was mostly about.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Pay attention to how each girl behaves and where the passage takes place.

On the Outs

Shakira could feel the difference from the first minute she stepped into the classroom on Monday morning. Eva and Willa didn't smile at her, and the other kids didn't even look at her. *Why did I ever want to be Eva's friend?* she asked herself. Shakira hadn't even had that much fun being part of their group, although at the time she had thought popularity was more important than having fun. She had abandoned her old friends and her favorite activities, and now she had no one. After a while, though, Shakira had become invisible to Eva's group. Shakira should have known that they would discard her the way they had so many other people.

Shakira took her seat, her cheeks burning. *I didn't do anything wrong!* she told herself, but it didn't make her feel any better. Then she noticed Mattie, who sat to her right, motioning to her with a kind smile. Mattie and Shakira had been friends back in fourth grade, but Mattie had never gotten into Eva and Willa's group, and she didn't care. She just played her guitar, ran track, and did what she wanted to do without worrying about what anyone else thought.

"Do you want to sit with me at lunchtime?" Mattie whispered. Shakira nodded gratefully, knowing that she had never been invisible to Mattie.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The passage takes place in a school. How is this setting important to the events in the passage?**
   - Ⓐ The school is a welcoming and friendly place.
   - Ⓑ The school is a location where different groups of students interact.
   - Ⓒ The school is a place where students learn.
   - Ⓓ The school is a location where students face physical and mental challenges.

2. **Which word best describes how Shakira feels when she sits down?**
   - Ⓐ upset
   - Ⓑ annoyed
   - Ⓒ afraid
   - Ⓓ humble

3. **Mattie does not care about being friends with Eva and Willa because she _____.**
   - Ⓐ already has a lot of friends
   - Ⓑ is more popular than they are
   - Ⓒ is independent
   - Ⓓ thinks they are boring

4. **Shakira is *not* surprised by what happens because Eva and Willa _____.**
   - Ⓐ have always been nice to her
   - Ⓑ have always been mean to her
   - Ⓒ have treated others the same way
   - Ⓓ like to make new friends

STRATEGY PRACTICE As you read the passage, make notes about Shakira and Mattie to help you understand their character traits.

_____

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READ THE PASSAGE Pay attention to what happens to Julius Caesar and when it happens.

Beware the Ides of March

"Beware the ides of March!" According to ancient legend, that's just what a fortuneteller told Julius Caesar, dictator of Rome, warning him to be careful on March 15. In 44 BC, the Roman Republic was at the height of power. With his army, Caesar had conquered what is now Spain, Greece, Egypt, and France. He had brought social reform to Rome, improving the lives of average citizens.

Although Caesar refused to be called "king," he appointed himself dictator for life. Many Roman senators resented Caesar's great power, though. They wanted Rome to remain a republic governed by a group of senators, as it had been for hundreds of years.

More than 60 people plotted against Caesar, led by Marcus Junius Brutus. Brutus was Caesar's friend, but Brutus also wanted to restore the republic. On March 15, the ides of March, the plotters brought Caesar into a small room in the grand Theatre of Pompey in Rome. There, they attacked and stabbed him. Caesar ran out onto the steps of the theater. The senators followed him and killed him there.

Caesar's death did not restore the republic, though. Generations of emperors followed him, ruling until Rome fell hundreds of years later.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Based on the passage, which word best describes the Roman Republic in 44 BC?**
   - Ⓐ poor
   - Ⓑ powerful
   - Ⓒ intellectual
   - Ⓓ disorganized
2. **Caesar's actions showed that he _____.**
   - Ⓐ demanded to be treated like royalty
   - Ⓑ was selfish and greedy
   - Ⓒ was kind and mild-mannered
   - Ⓓ was a great military leader
3. **Caesar's assassination took place _____.**
   - Ⓐ in the Theatre of Pompey
   - Ⓑ in what is now Spain
   - Ⓒ in the Roman Coliseum
   - Ⓓ in what is now France
4. **What was Brutus's motivation for leading the plot against Caesar?**
   - Ⓐ He resented Caesar's popularity with the people.
   - Ⓑ He disagreed with Caesar about how to rule the republic.
   - Ⓒ He was influenced by the fortuneteller.
   - Ⓓ He was angry that Caesar conquered other places.

STRATEGY PRACTICE Describe what you visualize happening on the steps of the Theatre of Pompey.

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Name: _____

READ THE PASSAGE Think about the author's view of the world.

Trading Tusks

You may have seen elephants at a zoo and admired their long white tusks. But did you know that those ivory tusks are worth a lot of money? In the 1980s, the elephant population in Africa dwindled from 1.2 million to 600,000. Poachers, people who kill animals illegally, slaughtered more than half a million elephants just for their tusks.

Iain Douglas-Hamilton, a British authority on African elephants, brought this fact to the world's attention. Because of his efforts, the United Nations (UN) banned ivory trading in 1989. Poaching declined, and the elephant population rebounded. In 1993, Douglas-Hamilton founded an organization called Save the Elephants. It works to track and report on elephants, poaching, and ivory sales.

In 2002, the UN relaxed the ban on ivory trading. It allowed some countries to sell ivory that had been collected and stockpiled. These countries claimed that the ivory came from elephants that had died naturally. However, once the ban was eased, poachers once again began killing up to 20,000 elephants per year. Save the Elephants worked hard to inform organizations and governments of the effects of lifting the ban. The organization argued that the ivory trade should be outlawed again.

In June 2007, the UN once more approved a ban on international ivory trading. Douglas-Hamilton and Save the Elephants hope that the ban will help elephant populations increase to healthier levels.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **The author of the passage most likely believes _____.**
   - Ⓐ people should collect ivory items
   - Ⓑ elephants are worth protecting
   - Ⓒ ivory is beautiful
   - Ⓓ elephants damage the environment

2. **Which of these statements best describes Douglas-Hamilton's actions?**
   - Ⓐ He fought elephant poachers in court.
   - Ⓑ He banned the trade of ivory.
   - Ⓒ He exposed the facts about killing elephants for their tusks.
   - Ⓓ He studied African elephants and collected data about the value of their tusks.

3. **Which words from the passage best show the author's attitude toward poaching?**
   - Ⓐ *declined; population rebounded*
   - Ⓑ *people; half a million elephants*
   - Ⓒ *kill animals illegally; slaughtered*
   - Ⓓ *outlawed; approved a ban*

4. **Which statement is a theme of the passage?**
   - Ⓐ People can take action to save endangered animals.
   - Ⓑ The supply of ivory affects the world economy.
   - Ⓒ Poaching helps animal populations in Africa.
   - Ⓓ The UN helps animals, as well as people.

STRATEGY PRACTICE As you read, write notes about information in the passage that helped you understand the theme.

_____

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READ THE PASSAGE Look for value words that express the writer's views of animal adaptations.

Lights in the Depths

Deep in the darkest reaches of the ocean, an anglerfish swims. A tentacle-like stalk extends from its head, and on the end of the stalk dangles a greenish-blue light, hanging like a lantern in front of the fish. The fish uses its glowing lure to attract a smaller fish. Snap! The smaller fish has become the anglerfish's dinner.

The remarkable bioluminescent light is created by chemicals produced in the anglerfish. It is a fascinating adaptation that helps the anglerfish survive in a difficult environment.

The anglerfish swims past a flashlight fish. This fish flashes its bioluminescent light to communicate with other flashlight fish. Then the anglerfish passes a squid, which rises to the surface, its glow helping it blend in with the moonlight. Swimming below the anglerfish is a loosejaw fish, which gives off a red light. Most fish can't see red light, so this helps the loosejaw find its prey without the prey being aware of the loosejaw's presence. But the anglerfish senses danger and swims quickly away from the loosejaw. As the anglerfish moves on, the light of an ostropod blinks behind it, trying to attract a mate. Like the neon signs on the streets of New York's Times Square, the ocean waters flash with bioluminescence. The deep-sea organisms are using their unique adaptations to survive in a variety of ways.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What does the passage help you understand about bioluminescence in sea animals?**
   - Ⓐ Most animals use it to produce red light.
   - Ⓑ Animals use it for a variety of purposes.
   - Ⓒ Some animals use it as a form of vision.
   - Ⓓ Animals use it to poison their prey.

2. **Which statement describes a theme of the passage?**
   - Ⓐ Amazing creatures live deep in the ocean.
   - Ⓑ Sea animals have many ways of catching their prey.
   - Ⓒ Pollution harms the ocean ecosystem.
   - Ⓓ Bioluminescent animals need to be protected.

3. **How does the author probably feel about the undersea world in the passage?**
   - Ⓐ shocked
   - Ⓑ puzzled
   - Ⓒ fascinated
   - Ⓓ indifferent

4. **What is a theme of the passage?**
   - Ⓐ Nature has many ways to help animals light up.
   - Ⓑ Every creature is special in its own way.
   - Ⓒ Fish are a lot like people.
   - Ⓓ The deep-sea world is as busy as Times Square.

STRATEGY PRACTICE Describe how you visualize the anglerfish as it swims around the ocean depths.

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READ THE PASSAGE Think about the lesson that Shawn and Neela learn.

The Poster Contest

Shawn had been working on his entry for the school's poster contest for weeks. The topic of the contest was recycling, and the winner would receive the honor of having his or her poster displayed all around the school. Shawn was sure his was the best in the class—certainly better than Neela's! Shawn and Neela competed in everything, and their test scores and grades were just about equal. They almost never spoke to each other, but everyone in the class knew they were rivals. One thing Shawn excelled at, though, was art. His poster, which showed a garbage heap threatening to crush the school, looked really good. The only problem was the slogan, which was a little boring. It read, "Recycle."

Mr. Wu evaluated all the posters carefully and said, "These are all excellent, but there are two entries that really stand out." Shawn grinned as Mr. Wu held up his poster and the class clapped. But then Mr. Wu held up Neela's poster, too. The artwork wasn't great, Shawn saw, but the words written across the top were powerful. They read, "It's Your Planet—Recycle It!" Even Shawn had to admit it was a good slogan.

Then Shawn had an idea. "Mr. Wu," he proposed, "if Neela agrees, maybe we could work together. We could combine my art and Neela's words to make a really great poster."

Neela smiled at Shawn for the first time all year. "I think that sounds like a winning idea!" she said.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Which of these words best describes Shawn?**
   - Ⓐ shy
   - Ⓑ competitive
   - Ⓒ humble
   - Ⓓ not creative

2. **At the end of the passage, Shawn and Neela are _____.**
   - Ⓐ frustrated at Mr. Wu's indecision
   - Ⓑ confident that they have won
   - Ⓒ enthusiastic about cooperating
   - Ⓓ disappointed about losing the contest

3. **Why does Shawn suggest that he and Neela combine their poster ideas?**
   - Ⓐ so he can win the contest
   - Ⓑ because her poster is better
   - Ⓒ so she can win the contest
   - Ⓓ to create the best possible poster

4. **One theme of the passage is _____.**
   - Ⓐ "persistence pays off"
   - Ⓑ "competition can bring out the worst in people"
   - Ⓒ "working together can create the best results"
   - Ⓓ "there are many ways to measure success"

STRATEGY PRACTICE Explain how Shawn's words and actions reveal the passage's theme.

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WEEK

17

Author's Purpose

Students identify the author's reason for writing about a subject.

Prediction

Students practice using clues from a passage to predict what will happen next.

DAY 1

Review the *Author's Purpose* skill with students. Say: **When we study the author's purpose, we think about why an author wrote a passage. For example, the author's purpose might be to entertain, to inform, to teach, or to persuade. Sometimes an author may have more than one purpose.** Tell students they are going to read a passage about how music affects people's moods. Then remind students of the *Ask Questions* strategy (Week 6). Read the passage title aloud and say: **Think of a question you have after hearing that title. Write the question in the space provided for the strategy practice activity. Asking questions before we read helps us set a purpose for reading. As you read, look for the answer to your question. If you find it, write it down.** Have students read the passage. When students have finished, ask: **What is the purpose of the first paragraph?** (to inform) **What is the purpose of the third paragraph?** (to teach) Then direct students to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Author's Purpose* skill, and review the common purposes for writing (to persuade, to entertain, to inform, and to instruct). Tell students they are going to read about climate change during prehistoric times. Then remind students of the *Make Connections* strategy (Week 2). Say: **When you read about a topic that may be unfamiliar, you can improve your comprehension by connecting that topic to topics you are more familiar with. As you read this passage, think about what you know about climate change today.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 3

Review the *Prediction* skill with students. Say: **When we make a prediction, we use clues from the passage and our own background knowledge to figure out what will happen next.** Tell students they will read a passage about King Tutankhamen (King Tut). Then remind students of the *Ask Questions* strategy. Say: **Asking questions after we read is a good way to check that we understood the main points of a passage. When you finish reading, think of a question that can be answered by information from the passage. Write it in the space provided for the strategy practice activity.** (like Day 1) Direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Tell students they are going to make predictions as they read a story about a spelling bee. Then have students recall the *Make Connections* strategy. Ask: **What do you know about spelling bees?** (e.g., Contestants spell words that become more difficult as the bee goes on. Contestants are eliminated after they misspell a word.) Say: **Use what you know about spelling bees to look for clues in the passage that will help you make predictions.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills in connection with the *Ask Questions* strategy. Remind students: **Asking questions while you read is a good way to monitor how well you understand the text. After you finish each paragraph, ask yourself a question about what you just read. When you finish reading, pick the question you asked that helped you understand the passage or clarify your thinking the most. Write it in the space provided for the strategy practice activity.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together.

Name: _____

READ THE PASSAGE Think about why the author wrote the passage.

Feeling Blue? Play Some Music

Everyone experiences bad moods now and then, some more than others. But help may be on the way. In recent studies, scientists have found that music can improve people's moods. One study conducted by the University of Maryland showed that listening to a type of classical music called *baroque* helped improve the moods of medical workers who study images of people's organs and bones. It also helped the medical workers feel greater satisfaction with their work.

But not only classical music helps people feel better. In fact, a Penn State University study of college students showed that any kind of music the students listened to helped produce more positive emotions, such as joy, affection, and calm.

How can you help *yourself* with music? Try a music-listening diary, as did the students in the Penn State study. Before you listen to music, record how you are feeling. Then get your radio, CD player, or MP3 player and turn on your favorite kind of music. The college students most often listened to rock music, but you can choose any kind. Next, do whatever activity you would normally do while listening to music. For example, the college participants studied, exercised, and socialized. After listening to the music, write down how long you listened and how you feel now. Keep the diary for a couple of weeks, and find out if music really does make a difference.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The author describes the University of Maryland study so that readers will learn _____.**
   - Ⓐ about classical and baroque music
   - Ⓑ about the effects of music on people's mood
   - Ⓒ how studies are conducted
   - Ⓓ that music helps only medical workers

2. **The main purpose of the second half of the passage is to _____.**
   - Ⓐ entertain readers with stories about music
   - Ⓑ inform readers about how mood affects researchers
   - Ⓒ encourage readers to use music to improve their own moods
   - Ⓓ instruct readers on what type of baroque music they should listen to

3. **The author describes the Penn State study so that readers will realize that _____.**
   - Ⓐ any type of music can improve mood
   - Ⓑ college students experience many emotions
   - Ⓒ music decreases students' happiness
   - Ⓓ rock-and-roll is the most helpful kind of music

4. **In the third paragraph, the author is mainly trying to help readers _____.**
   - Ⓐ find a variety of ways to improve their moods
   - Ⓑ interpret the data from the studies
   - Ⓒ choose their favorite kind of music
   - Ⓓ discover how music affects their moods

STRATEGY PRACTICE Write a question you thought of before you read the passage. If you found the answer, write it, too.

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Name: _____

READ THE PASSAGE Think about the author's purpose for writing the passage.

Weather in the Prehistoric American Southwest

Today the American Southwest is a hot, dry place. In this region—which includes Nevada, Arizona, Utah, and parts of California—water is scarce. Yet fossils indicate that this was not always the case. Fossils of camelops (relatives of camels), American horses, and smilodons (commonly called *saber-toothed tigers)* have been found. Scientists believe these animals would not survive in the Southwest today. So how did they survive back then? Apparently, water was not as hard to find as it is today.

Scientists believe that more than one ice age has taken place on Earth. The most recent ice age ended about 10,000 years ago. Scientists call the period since then the Holocene period. During the Holocene period, animals had to try to adapt to a changing environment. Earlier, the Southwest had many forests and lakes, and temperatures were cooler. After the last ice age, however, many lakes dried up. New predators, including human beings, came to the Southwest, putting stress on the large animals that lived in the area. Because so many large mammals and plants became extinct during this period, scientists have named it the Holocene Extinction Event. Scientists have also detected further climate changes within the Holocene period. During the Middle Holocene period, for example, the Southwest was both warmer and wetter than it is today.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What is the author's purpose in the passage?**
   - Ⓐ to describe animals that are now extinct
   - Ⓑ to inform readers about how climate changed in the Southwest
   - Ⓒ to persuade readers to take action to protect the environment
   - Ⓓ to explain how to prepare for the next ice age

2. **Why does the author include facts about animals that used to live in the Southwest?**
   - Ⓐ to show how different the environment was
   - Ⓑ to show how animals and humans once coexisted peacefully
   - Ⓒ to explain what the Holocene period is
   - Ⓓ to show that the area no longer supports animal life

3. **Why does the author include information about new predators coming into the Southwest?**
   - Ⓐ to compare animals from the past and present
   - Ⓑ to show that the climate was milder
   - Ⓒ to explain how lakes dried up
   - Ⓓ to help explain why some animals became extinct

4. **Why might the author have included the last two sentences of the passage?**
   - Ⓐ to show that the ice age has continued
   - Ⓑ to explain what the Holocene period is
   - Ⓒ to show how climate change is ongoing
   - Ⓓ to explain how scientists came to their conclusions about climate change

STRATEGY PRACTICE Explain how using what you know about climate change helped you better understand the passage.

_____

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Name: _____

READ THE PASSAGE Use your background knowledge and clues from the passage to make predictions about what scientists will learn from King Tut's mummy.

Was King Tut Murdered?

A young Egyptian king dies when he is just 19, and he is buried in a hurry. His name is Tutankhamen, or Tut, and thousands of years later, an archaeologist discovers his tomb. The archaeological team begins to study everything in the tomb, including the king's mummy. The world is fascinated by the riches of Tut's tomb, but how the young king died remains a mystery.

In 1968, a group of scientists X-rayed the mummy and found what appears to be damage to the skull. "Could his death have been caused by a blow to the head?" they wondered. Theories started to emerge. Perhaps the king's young wife killed him, or maybe someone envied the king's power.

In 2005, scientists examined Tut's mummy once again, using a CT scanner—a special kind of X-ray machine. After scanning the mummy, scientists determined that the archaeological team that originally discovered Tut had not been careful enough. They had dislodged some small bones when they removed Tut's gold mask. Now scientists believe that there was no blow to Tut's head, at least not while he was alive. Instead, they believe he died from an infection resulting from a broken bone in his left leg. It is also possible that he died from another disease. The mystery of Tut's death has not yet been solved, but murder is an unlikely explanation.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **How will scientists probably regard the mystery of King Tut's death in the future?**
   - Ⓐ They will agree that the case has been solved.
   - Ⓑ They will look for other clues to solve the mystery.
   - Ⓒ They will lose interest in figuring out how he died.
   - Ⓓ They will agree that he was murdered.
2. **What do you think will happen if scientists develop a new way to examine mummies?**
   - Ⓐ They will further damage Tut's mummy.
   - Ⓑ They will discover that Tut was murdered.
   - Ⓒ They will want to conduct more studies of Tut's mummy.
   - Ⓓ They will allow anyone to examine Tut's mummy.
3. **If scientists were to discover that Tut's leg was broken after he died, they might conclude _____.**
   - Ⓐ that it is unlikely he died of an infection in his leg
   - Ⓑ that he was definitely murdered
   - Ⓒ that the injury to his skull killed him
   - Ⓓ that his death was caused by his wife
4. **If another Egyptian tomb with a mummy is discovered, what do you predict will happen?**
   - Ⓐ Scientists will not be interested in the tomb.
   - Ⓑ Egyptian officials will not be careful with the mummy.
   - Ⓒ People will lose interest in King Tut.
   - Ⓓ Scientists will use great care in studying the mummy.

STRATEGY PRACTICE Write a question that can be answered by reading the passage. Have a partner answer it.

_____

_____

Name: _____

READ THE PASSAGE Think about what will happen next by using clues from the text.

Bee Prepared

When the day of the district-wide spelling competition came, Juanita was nervous. She'd been studying lists of difficult words for weeks, but she was still afraid she'd get a word that she couldn't spell. Imelda, on the other hand, was confident. She had always been a good speller. In fact, she'd won her class spelling bee every year since second grade.

Juanita ate little at breakfast. She took a last look at a list of English words that come from other languages, and then she left for school. Imelda greeted her on the bus, and the two friends discussed their chances. "I'm positive you'll do well," said Juanita.

"So am I," laughed Imelda, quickly adding, "and I'm sure you'll do well, too."

That afternoon, Imelda and Juanita sat next to one another as the spelling bee took place. One by one, the other students were given a word to spell, and one by one they were eliminated. Finally, only Juanita and Imelda remained. The judge of the competition looked at Imelda and said the word *bourgeoisie.* Imelda looked startled. First she asked for the word to be used in a sentence. Then she asked for the word's origin. After the judge said that the word came from the French language, Imelda gave her answer: "That's B-U-R-J-O-I-S-E-E," she said.

"Incorrect," said the judge. Crestfallen, Imelda, sat down.

"Juanita," said the judge, "if you spell the word correctly, you will win this round of the spelling bee."

Juanita repeated the word and then slowly began to spell it.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **Based on the way that Juanita studied for the spelling bee, what will likely happen next?**
   - Ⓐ She will ask Imelda for advice.
   - Ⓑ She will be asked to sit down.
   - Ⓒ She will spell the word correctly.
   - Ⓓ She will ask for a new word.

2. **After the spelling bee ends, how do you think Imelda will feel?**
   - Ⓐ surprised at the outcome
   - Ⓑ pleased with her performance
   - Ⓒ bored by the experience
   - Ⓓ nervous about how people will react

3. **What do you predict Imelda will do after the spelling competition?**
   - Ⓐ She will stop participating in spelling bees.
   - Ⓑ She will get an "A" in French class.
   - Ⓒ She will study harder for the next spelling bee.
   - Ⓓ She will no longer talk to Juanita.

4. **If Juanita wins the spelling bee, what will she probably do next?**
   - Ⓐ complain about the difficulty of the words
   - Ⓑ make Imelda feel bad about losing
   - Ⓒ lose interest in spelling competitions
   - Ⓓ compete in the next level of the spelling bee

STRATEGY PRACTICE What, from your own experiences, did the passage remind you of?

_____

_____

Name: _____

Author's Purpose
Prediction

WEEK 17
DAY 5

READ THE PASSAGE **Think about the author's purpose, and use clues from the passage to help you predict how people might feel about Cleopatra in the future.**

The Legends of Cleopatra

There are numerous legends about Cleopatra, the woman who ruled Egypt during the time of the powerful Roman Empire. According to some stories, she was a great beauty whom men could not resist. In others, she is described as so hungry for power that she killed her own brother and sister.

Figuring out what is fact and fiction about a ruler from thousands of years ago is difficult. However, we know this much: Cleopatra was part of a royal family, meaning she inherited her power. And she was romantically involved with two of Rome's most famous leaders, first Julius Caesar and then Mark Antony. Her relationships with both men influenced politics between the Roman and Egyptian Empires.

Another reason it is hard to find trustworthy information about Cleopatra is that, apparently, Romans were angry about her involvement with Julius Caesar and Mark Antony. After the men's deaths, Roman historians wrote accounts that portrayed Cleopatra as extravagant and selfish. Later, writers and artists used these histories as sources for their fictional accounts of Cleopatra.

Modern eyes may not find Cleopatra's profile on ancient coins so beautiful. Yet the legends about the entrancing beauty who manipulated men continue to endure.

SKILL PRACTICE **Fill in the bubble next to the correct answer for each question.**

1. **How will people probably think of Cleopatra in the future?**
   - Ⓐ as a manipulative, extravagant beauty
   - Ⓑ as an intelligent, hardworking ruler
   - Ⓒ as an ordinary, unlucky queen
   - Ⓓ as a person who did not deserve her power

2. **Based on information in the passage, you can predict that people in the future will _____.**
   - Ⓐ discover the complete truth about Cleopatra
   - Ⓑ prove that Cleopatra was a fictional character, not a queen
   - Ⓒ continue to tell stories about Cleopatra
   - Ⓓ lose interest in Cleopatra's life

3. **The author includes information about Romans' anger toward Cleopatra to _____.**
   - Ⓐ show that she was a great beauty
   - Ⓑ prove that she wasted citizens' money
   - Ⓒ show that she was less powerful than legends state
   - Ⓓ explain why stories about her might be negative

4. **The author's main purpose is to _____.**
   - Ⓐ entertain readers with a legend about a powerful queen
   - Ⓑ inform readers about legends of Cleopatra
   - Ⓒ persuade readers that Cleopatra was a great ruler
   - Ⓓ explain to readers how to do historical research

STRATEGY PRACTICE **Write the most helpful question you thought of while reading the passage. If you found the answer, write it, too.**

_____

_____

WEEK

18

Nonfiction Text Features

Students practice identifying and comprehending common features of nonfiction text.

Visual Information

Students examine and evaluate information that is depicted visually.

DAY 1

To review the *Nonfiction Text Features* skill, say: **Nonfiction text often includes certain features that writers use to organize their ideas or information. These features help visually distinguish nonfiction from fiction texts.** Direct students' attention to the passage. Say: **This page is designed to look like an almanac. An almanac is a book or online resource that lists facts and figures about different subjects. This page lists facts about some of the world's longest rivers.** Then review the *Determine Important Information* strategy with students (Week 5). Say: **As you read, think about which information in each section is most important to help you understand that section.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Organization* strategy (Week 4) and remind students that good readers pay attention to nonfiction text features to see how information is organized. Say: **A table of contents is nonfiction text that shows the organization of a book, magazine, or other work. While tables of content may vary in how they look and present information, some features are common to all of them. For example, every table of contents lists page numbers. As you study this table of contents, pay attention to how the information is organized.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Visual Information* skill with students. Say: **Visual information is information that is shown through illustrations, diagrams, graphs, maps, photos, or other graphic-based elements.** Tell students they are going to study diagrams about tectonic plates. If necessary, explain that tectonic plates are slabs of rock that the continents and oceans sit on top of. Remind students of the *Determine Important Information* strategy. Say: **When looking at illustrations and diagrams, it is important to pay attention to certain features and visual clues. For example, in these diagrams, I see large black arrows. I bet they're important for understanding how tectonic plates move.** Have students study the diagrams and complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the importance of paying attention to visual information. Say: **The majority of what you will read in your life is nonfiction, and much of that includes advertisements. Understanding an advertisement is important for knowing what is being offered, how much it costs, and how to get it.** Then remind students of the *Organization* strategy. Say: **Because many ads are designed to be visually appealing, it may be difficult to find the information you are looking for. As you study this ad for a concert, note how it is organized and where different pieces of information are located.** When students have finished studying the ad, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice using both nonfiction text features and visual information to learn how to make something. Say: **Often instructions will include a combination of text and pictures. It's important to pay attention to both in order to follow the instructions successfully. As you read these instructions, look for the information that is important, both in the text and illustrations, in each step.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE ALMANAC Study each section of the almanac page carefully.

The World's Longest Rivers

River	Length	Location
Nile	4,132 miles (6,650 km)	Africa
Amazon	4,000 miles (6,400 km)	South America
Chang Jiang (Yangtze)	3,915 miles (6,300 km)	China
Mississippi-Missouri-Red Rock	3,902 miles (6,275 km)	United States
Ob	3,364 miles (5,410 km)	Russia

Fast Facts

- The Nile River passes through 9 countries: Burundi, Democratic Republic of Congo, Egypt, Ethiopia, Kenya, Rwanda, Sudan, Tanzania, and Uganda.
- The Amazon is second in length but first in amount of water carried and area of land drained.
- The Missouri and Red Rock Rivers are considered tributaries of the Mississippi.
- The Mississippi river system goes through only one country: the United States.

River Terms

Drainage Basin: the area of land from which a river system collects water

Hydrology: the scientific study of water on Earth and in the atmosphere

Main Stem: the principal channel of a drainage basin, sometimes called a *parent river*

River System: the connected streams and channels that carry water from a region

Tributary: a stream or river that flows into a main stem

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How are the rivers listed in the chart?**
   - Ⓐ in alphabetical order
   - Ⓑ from widest to narrowest
   - Ⓒ from longest to shortest
   - Ⓓ by greatest to least volume

2. **Why are the Mississippi, Missouri, and Red Rock Rivers grouped together in the chart?**
   - Ⓐ All three are the same length.
   - Ⓑ They are all rivers in North America.
   - Ⓒ All three are tributaries of the Amazon.
   - Ⓓ They are part of the same river system.

3. **Which river has the largest drainage basin?**
   - Ⓐ Nile
   - Ⓑ Amazon
   - Ⓒ Ob
   - Ⓓ Chang Jiang (Yangtze)

4. **What is a *parent river*?**
   - Ⓐ the main stem of a river
   - Ⓑ a tributary of a river
   - Ⓒ the area of land that collects water
   - Ⓓ a geographic region

STRATEGY PRACTICE **Describe a situation when the information from the "Fast Facts" section would be important or useful.**

_____

_____

Name: _____

READ THE TABLE OF CONTENTS Study the content and organization of this book about weather.

The Wild World of Extreme Weather

Table of Contents

Introduction: Extreme Weather 3

Part One: From One Extreme to Another

Chapter 1: The World's Hottest Weather 15
Chapter 2: The World's Coldest Weather ... 43
Chapter 3: The World's Wettest Weather 69
Chapter 4: The World's Driest Weather 95

Part Two: Severe Weather Events

Chapter 5: Hurricanes and Tornadoes 123
Chapter 6: Blizzards and Other Storms 147
Chapter 7: Floods 179
Chapter 8: Lightning 201

Part Three: Weird Weather

Chapter 9: Pink Snow and Other Colorful Weather 225
Chapter 10: It's Raining Fish and Frogs—Really! 253

Glossary of Weather Terms 281

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. All the chapters in Part One describe _____.
   - Ⓐ record-breaking weather events
   - Ⓑ hot and cold weather
   - Ⓒ dangerous weather events
   - Ⓓ the difference between weather and climate

2. On which of the following pages would you be most likely to find a definition of *dust storm*?
   - Ⓐ page 3
   - Ⓑ page 15
   - Ⓒ page 123
   - Ⓓ page 281

3. Tornado hunters are people who try to find tornadoes just as the storms form. In which section would you be most likely to find a description of how they find storms?
   - Ⓐ Introduction
   - Ⓑ Chapter 5
   - Ⓒ Chapter 6
   - Ⓓ Glossary

4. Which of the following text features is most likely to be on page 50?
   - Ⓐ a photograph of a flooded city
   - Ⓑ a graph comparing winter temperatures
   - Ⓒ a map showing desert regions on Earth
   - Ⓓ a diagram of the characteristics of lightning

STRATEGY PRACTICE Explain what the topics in Part Three have in common.

_____

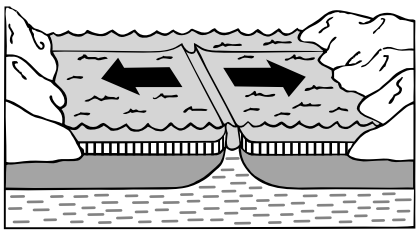
_____

Name: _____

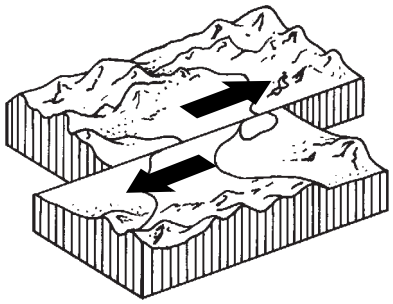
READ THE DIAGRAM Study the illustrations and the captions to help you visualize tectonic movement.

Earth's surface is shaped by the movement of tectonic plates that move into, against, or away from one another. Scientists study what happens to Earth's crust at the boundaries of these plates. There are three types of boundaries: **divergent** boundaries, **transform** boundaries, and **convergent** boundaries.

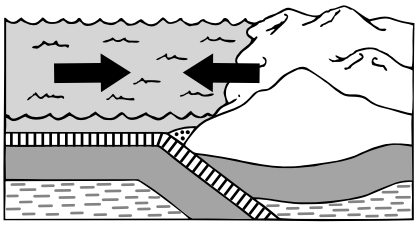
When the plates move, they cause earthquakes. The strongest earthquakes occur at convergent boundaries, while the weakest earthquakes occur at divergent boundaries. Earthquakes at transform boundaries are usually stronger than those at divergent boundaries, but weaker than those at convergent boundaries.



divergent boundary



transform boundary



convergent boundary

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What do the illustrations show?**
   - Ⓐ the way water moves
   - Ⓑ the way glaciers move
   - Ⓒ the way Earth's crust moves
   - Ⓓ the way mountains move

2. **Where might you find illustrations like the ones in the passage?**
   - Ⓐ in a history textbook
   - Ⓑ in a science textbook
   - Ⓒ in a gardening magazine
   - Ⓓ in a sailing magazine

3. **In which direction do convergent boundaries move?**
   - Ⓐ toward each other
   - Ⓑ away from each other
   - Ⓒ from north to south only
   - Ⓓ from east to west only

4. **What does the label below each illustration tell?**
   - Ⓐ the scientific name for Earth's crust
   - Ⓑ the land features that are created
   - Ⓒ the direction that the boundary moves
   - Ⓓ the type of boundary that is illustrated

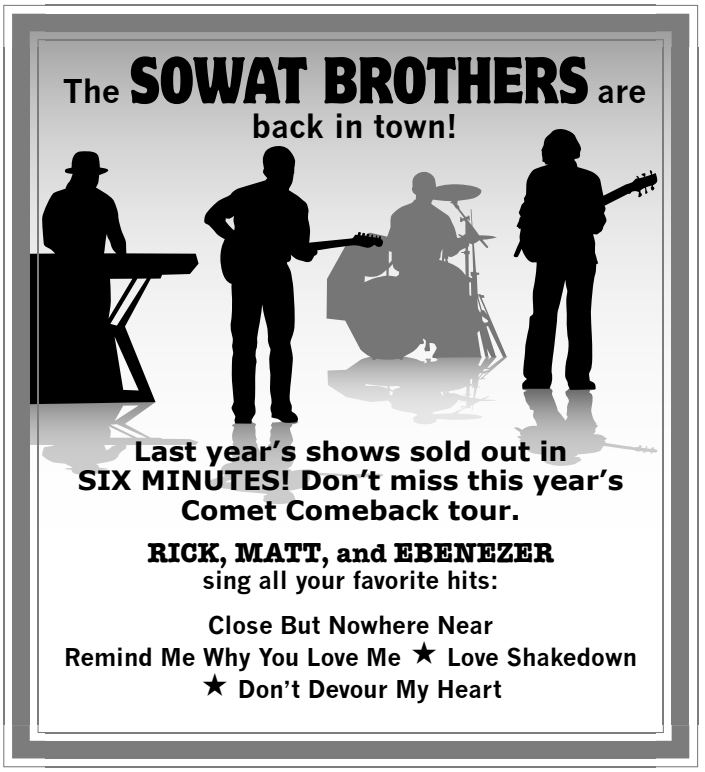
STRATEGY PRACTICE **What visual information from the illustrations was most important in helping you understand how the boundaries are different?**

_____

_____

Name: _____

READ THE AD Study the ad and pay attention to how the information is arranged.



Special Opening Act:

FLUFFY PUPPY

singing their new single
"Close the Book on Love"

Just 3 shows!
June 3, 4, and 6
Center City Arena
8:00 PM

Tickets available exclusively by phone through TicketBox
1-866-555-8269

SAVE THE DATE

The **SOWAT BROTHERS**
with special guest
FLUFFY PUPPY
NO REFUNDS

June 6
8:00 PM
Sec 3, Row C, Seat 52

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **One technique that the ad uses to persuade people to buy tickets is to _____.**
   - Ⓐ compare the Sowat Brothers to other current bands
   - Ⓑ suggest that the band is extremely popular
   - Ⓒ offer a money-back guarantee
   - Ⓓ promise that the concert will be a great value
2. **The ad does *not* indicate _____.**
   - Ⓐ the date of the concert
   - Ⓑ where the concert will take place
   - Ⓒ how much tickets cost
   - Ⓓ what time the concert begins
3. **Based on the ad, you can conclude that _____.**
   - Ⓐ the concert will take place outdoors
   - Ⓑ Fluffy Puppy will sing before the Sowat Brothers
   - Ⓒ tickets for the concert can be purchased at several locations
   - Ⓓ the Sowat Brothers are not as popular as they used to be
4. **Which of the following is the name of one song that the Sowat Brothers sing?**
   - Ⓐ "Back in Town"
   - Ⓑ "Comet Comeback"
   - Ⓒ "Close the Book on Love"
   - Ⓓ "Don't Devour My Heart"

STRATEGY PRACTICE Identify an important piece of information that is shown on the ticket but nowhere else in the ad.

_____

_____

READ THE INSTRUCTIONS Read the steps and study the figures to learn how to make a shoebox guitar.

How to Build a Shoebox Guitar

Here's a simple way to build your own musical instrument.

What You Need: shoebox with lid, glue, 4 to 6 rubber bands, scissors

1. Draw an oval-shaped circle on the lid of the shoebox, as shown in **Figure A**. You may want to trace a jar lid or small plate. Cut out the circle.
2. Mark lines to divide the cut-out circle into thirds, as shown in **Figure B**. Fold on the lines.
3. Glue the center third of the folded circle next to the circular opening on the shoebox to create a support for the rubber-band strings. This will serve as a fret, which is the part on a regular guitar that raises the strings slightly above the neck. (See **Figure C**.)
4. Stretch the rubber bands across the hole and over the fret, as shown in **Figure C**. Use rubber bands of different thicknesses and lengths to create different notes. The tighter the band, the higher the pitch will be.

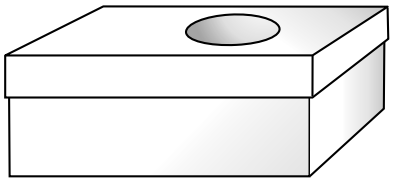


Figure A

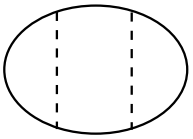


Figure B

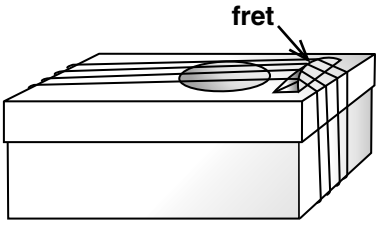


Figure C

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of the following steps should you complete first to build a shoebox guitar?**
   - Ⓐ Stretch rubber bands around the box.
   - Ⓑ Glue the fret to the box top.
   - Ⓒ Cut an oval-shaped circle from the box lid.
   - Ⓓ Fold the cardboard circle into thirds.
2. **Based on Figure A, where should you place the hole in the instrument?**
   - Ⓐ in one corner of the top
   - Ⓑ closer to one end of the top than the other
   - Ⓒ in the center of the top
   - Ⓓ partly on one side of the box and partly on the top
3. **What happens when you put a tighter rubber band around the instrument?**
   - Ⓐ It produces a higher pitch.
   - Ⓑ It produces louder sounds.
   - Ⓒ It produces a lower pitch.
   - Ⓓ It produces quieter sounds.
4. **Based on the instructions, what do the dashed lines in Figure B indicate?**
   - Ⓐ where to place glue
   - Ⓑ where to fold the cardboard
   - Ⓒ where to place the rubber bands
   - Ⓓ where to cut the cardboard

STRATEGY PRACTICE Why do you think the author included figures with the instructions?

_____

_____

WEEK

19

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Review the *Main Idea and Details* skill by saying: **Every passage has a main idea, as does each paragraph in the passage. A paragraph's main idea usually supports or further explains the passage's main idea. Each paragraph also contains details supporting the main idea of the paragraph or passage.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **As you read, stop after each paragraph to find the main idea. Think about how that main idea supports the main idea of the passage. If the main ideas don't seem to make sense together, reread to evaluate whether or not you found the correct main idea of the paragraph.** Direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students that while good writers include many details to make a passage interesting, not all of these details explain and support the main idea. Read the title and first sentence of the passage aloud and say: **The writer is using this sentence to make you think about things that are valuable. However, this detail isn't about tulips, so it isn't necessary to remember. As you read, don't try to remember every detail. Identify the main idea of a paragraph, and then look for and remember only the details that support that main idea.** Then remind students of the *Visualization* strategy (Week 3). Say: **A good way to remember details is to picture them in your mind.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Tell students they are going to read about how maple syrup is made. Then remind them of the *Sequence* skill. Say: **When you read about a process or how something is made, it will often be told to you in sequential order.** Then remind students of the *Monitor Comprehension* strategy. Say: **Annotating, or making marks on the passage, is a good way to help you monitor how well you understand the passage. As you read, number the steps in the process of making maple syrup today.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students they are going to read a fictional account of a real event—the 2009 eruption of Mount Redoubt in Alaska. Then remind students of the *Sequence* skill. Say: **The writer is telling a fictional story but is using real events that happened in the order they happened. Pay attention to the sequence of events as you read.** Then remind students of the *Visualization* strategy. Say: **Try to visualize the story's events in your mind. This will help you keep track of the story's sequence as you are reading.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills as they read about people who create ice-cream flavors. Read the title aloud and ask a volunteer to define what a *guru* is (a wise or important leader). Say: **In this case, the author is using the word playfully to describe the jobs of these people.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Pause after each paragraph and think about the main idea.

Dog Smarts

All dog owners think their dog is the smartest. But researchers have determined the most intelligent dog breeds based on more objective measures—a dog's abilities to learn, solve problems, and obey commands. According to scientists, the 10 most intelligent breeds of dog obey a command 95 percent of the time and require fewer than five repetitions of a new command to learn it.

A dog's intelligence is not necessarily affected by what the dog is bred to do. The tenth-smartest dog is the Australian cattle dog, which, as it name suggests, is used to herd cattle. In ninth place is the Rottweiler, originally used in Germany to pull carts. Today, it makes an excellent guard dog. The golden retriever, fourth, is very popular around the world as a hunting dog and a companion.

The most intelligent breed of dog is the border collie, which excels at doing jobs and following commands. This dog, like the Australian cattle dog, was bred to herd sheep. Border collies must be able to listen closely and pay attention to their owners' commands. One border collie named Betsy understands more than 300 words. She is able to learn a new command as fast as a human toddler and is more intelligent than most of the great apes.

At the other end of the scale, the Afghan hound is considered the least intelligent dog. However, it's very likely that Afghan owners would disagree with this ranking.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is paragraph 1 mostly about?**
   - Ⓐ why dog owners think their dog is smart
   - Ⓑ the ten smartest dog breeds
   - Ⓒ how dog intelligence is determined
   - Ⓓ how dogs rank in popularity

2. **When researchers measure dog intelligence, they look for the abilities to _____.**
   - Ⓐ herd and do work
   - Ⓑ learn and solve problems
   - Ⓒ protect and defend
   - Ⓓ be loyal and show affection

3. **What are paragraphs 2 and 3 mostly about?**
   - Ⓐ the most popular dogs
   - Ⓑ how dogs are trained
   - Ⓒ differences between dog breeds
   - Ⓓ dogs that herd sheep

4. **Which dog breed mentioned in the passage is a popular hunting dog?**
   - Ⓐ the German shepherd
   - Ⓑ the golden retriever
   - Ⓒ the Rottweiler
   - Ⓓ the border collie

STRATEGY PRACTICE In your own words, explain the main ideas of paragraphs 2 and 3.

_____

_____

_____

Name: _____

READ THE PASSAGE Look for important details that support each paragraph's main idea.

Tulip-mania

For thousands of years, people have placed a high value on gold. But did you know that tulips were once valued just as highly as gold? Tulips came to Holland, a region that is now part of the Netherlands, in 1593 from Central Asia. At first, tulips were very rare and were grown only by wealthy people. This made the flowers a status symbol, and within ten years, tulip-mania had taken over Holland and spread to other regions and countries.

People sold tulip bulbs by weight, using the same measure as they did for gold. By 1624, a tulip bulb could cost as much as 3,000 guilders, or $1,500 in today's dollars. In months when tulips did not grow, traders would sign contracts to receive certain numbers of bulbs in the future, intending to sell them for still higher prices.

Tulips eventually became even more overpriced. Finally, in 1637, people realized that the flowers were not worth what they cost. The market for tulips crashed, and many tulip traders lost all their money. After that, the government set a maximum price that could be charged for a tulip bulb.

Today, the Dutch still love their tulips. The Netherlands produces three billion tulip bulbs each year, selling nearly one billion of them to the United States. The Netherlands is also the home of the world's largest flower garden, Keukenhof, where seven million tulips bloom each spring.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ the real value of tulips
   - Ⓑ the tulip craze in Holland
   - Ⓒ how tulips are grown
   - Ⓓ the biggest tulip garden

2. **Which sentence could best be added at the end of the passage as a summary of the main ideas?**
   - Ⓐ "Tulips are grown in many other parts of the world besides the Netherlands."
   - Ⓑ "The tulip fields at Keukenhof stretch for many acres."
   - Ⓒ "The Dutch also grow other bulb flowers, such as irises, lilies, and hyacinths."
   - Ⓓ "The tulip is still important in the Netherlands, but now it is a more sensible passion."

3. **Which detail best supports the idea that tulips were overvalued in the 1600s?**
   - Ⓐ The government set a maximum price that could be charged for tulip bulbs.
   - Ⓑ The Dutch still love tulips and grow billions of them.
   - Ⓒ The United States imports nearly one billion tulip bulbs each year.
   - Ⓓ Many tulip traders lost all their money.

4. **Where did tulips come from originally?**
   - Ⓐ Holland
   - Ⓑ the Netherlands
   - Ⓒ Central Asia
   - Ⓓ the United States

STRATEGY PRACTICE List words or phrases from the passage that were easy for you to visualize.

_____

_____

Name: _____

READ THE PASSAGE Pay attention to the number of steps involved in making maple syrup.

The Sweetest Tree

If you like the taste of maple syrup, you're not the only one! And you're not the first. Maple syrup has been around since Native Americans discovered that the sap of maple trees could be boiled down to create a sweet golden or amber syrup. According to legend, the discovery was accidental. A Native American woman was boiling meat in a kettle that contained maple sap. The resulting dish was sweet and delicious.

Native Americans tapped, or cut into, maple trees to collect the sap. Then, they filled hollowed-out logs with the sap and boiled it using heated stones. After a while, the sap became syrup, but the boiling was continued until at last the syrup turned into maple sugar. Native Americans used this sugar as their main sweetening agent and introduced early European settlers to it.

A lot of syrups sold today are made with corn syrup and are called *maple flavored.* This is because real maple syrup is more expensive. It is not unusual for a bottle of real maple syrup to cost three times as much as other syrups. Why is maple syrup more expensive? It is because the process that is used to make maple syrup today is difficult and takes a lot of time.

Today's process is not much different from what the Native Americans did. In early spring, maple trees are tapped and the sap flows out. Next, the sap runs into a tank and then to the sugaring house. There, the sap is boiled until it becomes syrup. Finally, the syrup is filtered. It takes 35 to 50 gallons of sap from a maple tree to make just one gallon of syrup. But most people think it's worth the time and effort!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **When does the passage claim that maple syrup was first created?**
   - Ⓐ when European settlers first came to North America
   - Ⓑ when a Native American woman boiled meat in sap
   - Ⓒ when Native Americans tapped maple trees and boiled sap
   - Ⓓ when people built sugaring houses to boil maple sap

2. **What did the Native Americans do after they tapped the maple trees?**
   - Ⓐ They put the sap into hollowed-out logs.
   - Ⓑ They ran the sap into sugaring houses.
   - Ⓒ They cut the trees so the sap would run out.
   - Ⓓ They boiled meat in the sap.

3. **What was the final product when Native Americans boiled sap?**
   - Ⓐ maple sugar
   - Ⓑ maple syrup
   - Ⓒ boiled meat in syrup
   - Ⓓ hollowed-out logs

4. **When maple syrup is made today, what happens before the sap goes into a tank?**
   - Ⓐ It flows into the sugaring house.
   - Ⓑ It is boiled for hours.
   - Ⓒ It is filtered.
   - Ⓓ The maple trees are tapped.

STRATEGY PRACTICE In the passage, number the steps for making maple syrup today.

Name: _____

READ THE PASSAGE Read slowly and pay attention to the sequence of events.

Explosion in the Night

On the night of March 22, 2009, in the small town of Willow, Alaska, Megan Warren lay in bed tossing and turning. She was worried about the report that she had to give in science class the following day. It was an oral presentation about the nearby volcano, Mount Redoubt, and Megan didn't like speaking in front of people. She knew her facts, though. Mt. Redoubt was an active stratovolcano. The last time it had erupted had been over a stretch of four months in 1989–1990, and the volcano observatory had issued a warning this past January that another eruption was likely soon. For the past week, lots of smoke and ash could be seen pouring from the top of the volcano. Scientists thought the volcano would begin spewing lava at any time.

Just after 10:30 that night, a huge explosion shook the house, and Megan awoke in a panic, wondering what had happened. Her mother rushed into her room and pointed out the window. Mt. Redoubt glowed red in the night. "The volcano has erupted!" her mother exclaimed. "Luckily, the ash is blowing away from us, so we don't need to evacuate."

Megan quickly dressed and went to the living room with her mother. Another explosion boomed through the sky, and Megan's father and brother joined them to watch out the big window.

"Wow!" Megan said, gazing at what looked like the world's most incredible fireworks display. "I'm going to have to change my report, but I'll bet my teacher gives me a few extra days to work on it!"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which event happens first in the passage?**
   - Ⓐ The volcano erupts.
   - Ⓑ Megan tries to sleep.
   - Ⓒ Megan's mother rushes into Megan's room.
   - Ⓓ Megan gets dressed.
2. **What happens after 10:30 PM?**
   - Ⓐ Megan reviews the facts about Mt. Redoubt.
   - Ⓑ The observatory issues a warning.
   - Ⓒ Megan decides to sleep in the living room.
   - Ⓓ Megan is awakened by an explosion.
3. **Which event occurs after the second explosion?**
   - Ⓐ Megan's mother finds Megan.
   - Ⓑ Megan awakes in a panic.
   - Ⓒ Megan's father and brother join Megan.
   - Ⓓ Megan tries to go to sleep.
4. **After the first explosion, Megan _____.**
   - Ⓐ sees the volcano in the distance
   - Ⓑ falls back to sleep
   - Ⓒ worries about her report
   - Ⓓ tosses and turns in bed

STRATEGY PRACTICE Describe how you visualize Mt. Redoubt as it erupts.

_____

_____

_____

READ THE PASSAGE Think about the main idea of each paragraph and the sequence of events described in the passage.

The Flavor Gurus

Imagine what an amazing job it would be to develop and name ice-cream flavors! That's what the "flavor gurus" of Ben & Jerry's ice-cream company do for a living. While all ice-cream companies have people who develop flavors and name their products, Ben & Jerry's is known for its unique approach. The gurus explain that to create a flavor, they first decide on a concept. Then they find the right chunks, candy swirls, and flavors to add in. Next they experiment, mixing and blending, and finally they taste, taste, taste until they are satisfied with their creation.

There are several very creative flavor gurus, and each has helped to develop and name many of the more than 60 current ice-cream and frozen yogurt flavors. Some flavors are named after famous musicians, celebrities, or places. These include "Cherry Garcia" (named after musician Jerry Garcia), "Phish Food" (named after the band Phish), "Stephen Colbert's Americone Dream" (named after the television personality), "Jamaican Me Crazy," and "Dublin Mudslide."

There are many other great names and flavors. "Imagine Whirled Peace" blends caramel with toffee cookie pieces and fudge peace symbols. "S'Mores" consists of chocolate ice cream with fudge chunks, marshmallows, and graham crackers. "Turtle Soup" combines vanilla ice cream, cashews covered with fudge and caramel, and more caramel swirls.

Not all flavors are successful. Some have been sent to the "flavor graveyard," such as "Peanut Butter and Jelly," which failed with the public, and "Sugar Plum," which the company decided was just icky.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ how ice cream is made
   - Ⓑ creating and naming ice-cream flavors
   - Ⓒ two men who started a unique ice-cream company
   - Ⓓ the most popular ice-cream flavors

2. **According to the passage, what do the flavor gurus do first when they develop a new flavor?**
   - Ⓐ They mix and blend.
   - Ⓑ They discuss it with Ben and Jerry.
   - Ⓒ They think of a concept.
   - Ⓓ They find the right flavors to add.

3. **According to the passage, what do the gurus do right after they mix and blend?**
   - Ⓐ taste the new flavor
   - Ⓑ name the flavor
   - Ⓒ retire the flavor
   - Ⓓ discuss the new flavor

4. **Which of these details supports the idea that flavor gurus are creative?**
   - Ⓐ Not all flavors are successful.
   - Ⓑ They have developed many ice-cream and frozen yogurt flavors.
   - Ⓒ They taste until they are satisfied.
   - Ⓓ Peanut Butter and Jelly ice cream flopped.

STRATEGY PRACTICE List the most important details that helped you understand the job of a "flavor guru."

_____

_____

WEEK

20

Cause and Effect

Students practice identifying cause-and-effect relationships by looking for what happens (the effect) and why it happens (the cause).

Evaluate Evidence

Students practice evaluating evidence by identifying the author's main idea and examining the evidence the author uses to support that idea.

DAY 1

Review the *Cause and Effect* skill with students by having them identify a common experience with a clear cause and effect, such as eating lunch because you are hungry, getting into trouble because you are running in the hall, or doing well on an assignment because you studied. Then read the passage title aloud and remind students of the *Determine Important Information* strategy (Week 5). Say: **This title tells me that the passage will be about ancient Greek theater masks. As I read, I'll look for important information about the masks.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they are going to read a fictional story about three students who sell their own crafts. Review the *Cause and Effect* skill with students by saying: **Often writers will use cause-and-effect relationships to move along the plot of a story or to create a problem for a character.** Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself what is happening and why. These questions will help you identify the causes and effects in the story.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that when they evaluate evidence, they look for evidence to support claims that an author is making in a written work. Tell students they are going to read about a famous baseball player named Satchel Paige. Then remind students of the *Determine Important Information* strategy. Say: **As you read, note the claims that the author is making about Paige. Look for important information, or evidence, that supports those claims.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students they are going to read about an ancient Mesoamerican culture. If necessary, explain that *Mesoamerica* refers to Central and South America. Say: **As you read, evaluate the evidence that the author gives to support her claims. Look for the topic sentence in each paragraph and the details that support that sentence.** Then remind students of the *Ask Questions* strategy. Say: **After you read each paragraph, stop and ask yourself, "What was that paragraph about? What did the author want me to know?"** Then have students read the passage. When students have finished reading, direct them to complete the skill practice activity, and review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice finding cause-and-effect relationships and will evaluate evidence as they read about a plant that many people are allergic to. Remind students of the *Determine Important Information* strategy. Say: **You will need to find information that explains the causes and effects in the passage and provides evidence for the claims the author is making.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for causes and effects that explain why masks were used in ancient Greek theater.

Masks in Ancient Greek Theater

In ancient Greece, plays attracted huge audiences—up to 20,000 people might attend a single performance. During the early development of Greek theater, one man had an idea to act out the poems and choruses that were previously performed by a choir. This man, Thespis, would act out all the characters in a play himself. He changed masks to indicate when he was playing a new character. Later, plays were performed by two or three men. These actors still used different masks to indicate which characters they were playing.

Masks served an additional purpose in Greek plays. Because theaters were so large, it was difficult for audience members to see changes in the actors' facial expressions. The masks had exaggerated features that were easier for audience members to see.

At one time, scholars believed that the masks also served as a kind of megaphone that helped the actors project their voices. However, today's scholars disagree with that theory because ancient Greek theaters were built with good acoustics. The sound quality was clear enough that actors would not have needed megaphones.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why did Thespis change masks?**
   - Ⓐ to show his different emotions
   - Ⓑ to share all the different masks he had created
   - Ⓒ to help the audience hear him better
   - Ⓓ to show when he was playing a new character

2. **Why would it have been hard for audiences in ancient Greece to see actors' facial expressions?**
   - Ⓐ The actors used very little emotion when playing their parts.
   - Ⓑ The theaters were very large.
   - Ⓒ The actors spoke their lines offstage.
   - Ⓓ The complicated theater sets made it hard to see the actors.

3. **What happened when multiple actors began participating in plays?**
   - Ⓐ The actors made exaggerated facial expressions.
   - Ⓑ The actors stopped using masks.
   - Ⓒ The actors used a chorus to deliver their lines.
   - Ⓓ The actors played additional roles.

4. **Scholars rejected the theory that masks were used as megaphones because _____.**
   - Ⓐ members of the chorus did not wear masks
   - Ⓑ Greek theaters had good sound quality
   - Ⓒ the masks had detailed facial expressions but no openings at the mouth
   - Ⓓ actors in the plays did not speak their parts

STRATEGY PRACTICE Write two facts about ancient Greek masks, and explain how those facts helped the performers or the audience.

_____

_____

Name: _____

READ THE PASSAGE Think about what happens to each student and what causes these things to happen.

Market Day

Theo, Laura, and Estefania were all excited for their school's Market Day, when sixth-grade students would get to sell their own handmade products to first- and second-graders.

Theo decided to make paper airplanes. He gathered a pile of used notebook paper from his desk and folded the paper to make ten planes. He tested each of them, and though they didn't fly far, he thought they were fun and creative. Laura decided to take orders for her drawings. She gathered drawing paper so that she could make the drawings once students told her what they wanted. Estefania decided that she would sell funny bookmarks. She got construction paper, scissors, and markers and created five different styles. After thinking about how many students would be coming, she decided she would make 20 of each style. A few hours later, Estefania had about 100 bookmarks ready for sale.

When Market Day arrived, the students set up their booths. Theo put all his airplanes on the table in two rows, while Laura placed her construction paper and pencils to the side. Estefania displayed one of each of her five different bookmark styles and stacked up the rest.

By the end of the afternoon, Theo had sold all of his planes, but he was disappointed because he could have sold many more if he had made more. Laura was unhappy that she did not make many sales. Because the younger students couldn't see examples of her work, they didn't know what to ask her to draw. Estefania, on the other hand, was very pleased. She had sold 95 bookmarks and knew she had planned well for the day.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Theo could have been more successful on Market Day if he had _____.**
   - Ⓐ built planes that flew farther
   - Ⓑ made more than ten planes
   - Ⓒ been more creative with what he made
   - Ⓓ brought models of his work

2. **Laura did *not* make as many sales as she could have on Market Day because _____.**
   - Ⓐ students did not like her drawings
   - Ⓑ she ran out of paper
   - Ⓒ her work was less fun and creative than Theo's
   - Ⓓ she did not show examples of her work

3. **Why was Estefania pleased at the end of Market Day?**
   - Ⓐ She knew she was a talented artist.
   - Ⓑ She had made a lot of money for the school.
   - Ⓒ She had sold more than Laura and Theo.
   - Ⓓ She knew she had planned well.

4. **Which statement best explains why Estefania sold more than Laura and Theo?**
   - Ⓐ She knew more first- and second-grade students.
   - Ⓑ She worked harder to prepare enough good products.
   - Ⓒ She was a friendlier salesperson.
   - Ⓓ She made a pretty display of her bookmarks.

STRATEGY PRACTICE What part of the passage prompted you to ask questions about what was happening?

_____

_____

Name: _____

READ THE PASSAGE Think about the claims the author makes and the evidence he gives to support them.

Baseball Great Satchel Paige

Satchel Paige was probably one of baseball's greatest pitchers, although he had a limited opportunity to prove his skills. Paige was born in 1905 and spent the majority of his career playing for the Negro Leagues. During the 1930s and 1940s, when Paige was playing his best, Major League teams didn't allow African American players. As a result, African Americans had to play on all-black teams, in front of mostly black crowds.

In addition to playing for the Negro Leagues, Paige traveled around the country, pitching in small-town exhibition games against white Major and Minor League teams. Paige could throw a dazzling variety of pitches, and team owners were willing to pay him top dollar.

In 1947, Major League Baseball's color barrier was finally broken when Jackie Robinson became a second baseman for the Brooklyn Dodgers. Soon other black players entered the Major Leagues, and Paige himself was offered a contract in 1948 to play for the Cleveland Indians. By then he was 42 years old, and people joked that he was baseball's oldest rookie. Nonetheless, Paige's pitching helped the Indians win the division championship that year.

In 1971, Satchel Paige's contribution to baseball was officially recognized. He became the first Negro League player to be inducted into the National Baseball Hall of Fame, finally receiving the recognition he deserved.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of the following does *not* indicate that Paige was a great pitcher?**
   - Ⓐ He is in the National Baseball Hall of Fame.
   - Ⓑ He played during the 1930s and 1940s.
   - Ⓒ He helped Cleveland win the championship.
   - Ⓓ He could throw a wide variety of pitches.

2. **Which statement provides the best evidence that team owners greatly valued Paige?**
   - Ⓐ Paige's ability to prove his skill was limited.
   - Ⓑ Paige traveled around the country.
   - Ⓒ He played against white major and minor league players.
   - Ⓓ Owners were willing to pay him a lot of money.

3. **Which statement explains why Paige did *not* have an opportunity to fully prove his skills?**
   - Ⓐ Paige was busy barnstorming.
   - Ⓑ Jackie Robinson broke the color barrier.
   - Ⓒ Major league teams did not allow African American players.
   - Ⓓ Paige played for the Cleveland Indians.

4. **What evidence explains why people might have joked about Paige being baseball's oldest rookie?**
   - Ⓐ He had been playing for many years.
   - Ⓑ Other black players had already entered the major leagues.
   - Ⓒ He was known for his sense of humor.
   - Ⓓ He was too inexperienced to do well.

STRATEGY PRACTICE What information does the author give to support the claim that Satchel Paige was finally given the recognition he deserved?

_____

_____

Name: _____

READ THE PASSAGE Think about the claims the author makes and the evidence she gives to support them.

Olmec Heads

Thousands of years ago, before the great civilizations of the Inca, the Maya, and the Aztec, another culture dominated Central and South America—the Olmec. These people, who thrived in Mesoamerica between 1500 BC and 400 BC, helped develop the calendar for which the Maya later became famous. Also, like the later civilizations, the Olmec believed in a corn god, and many other gods of nature. The Olmec also used innovative farming methods. But perhaps the most amazing accomplishment of the Olmec people was their art.

Explorers and archaeologists have discovered 17 gigantic heads that the Olmec sculpted from basalt, a volcanic rock found in the mountains. Some of these sculptures weigh several tons. The largest of the heads is over eight feet tall. Each one has a different face and wears a helmet or a headdress. Some scholars estimate that it would have taken up to 1,500 workers and three to four months to move the heads.

For a while, scholars believed that because the heads had helmets, they represented Olmec ballplayers. The Olmec were known to play a game with a rubber ball that later Mesoamerican cultures also played. Now, however, archaeologists believe that the heads portrayed important Olmec rulers.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which sentence gives evidence that the Olmec had links to later cultures in Mesoamerica?**
   - Ⓐ Some of the sculptures weigh several tons.
   - Ⓑ The Olmec helped develop the calendar for which the Maya became famous.
   - Ⓒ Archaeologists now believe that the giant heads portray important Olmec rulers.
   - Ⓓ The Olmec are known for their amazing art.

2. **Which piece of evidence supports the theory that the heads portray ballplayers?**
   - Ⓐ They are wearing helmets.
   - Ⓑ Each head has different facial features.
   - Ⓒ There are 17 known heads.
   - Ⓓ The heads are made from volcanic basalt.

3. **Which evidence best supports the idea that the Olmec heads are very big?**
   - Ⓐ They represented Olmec ballplayers.
   - Ⓑ The Olmec were innovative farmers.
   - Ⓒ The volcanic basalt came from nearby mountains.
   - Ⓓ The heads might have required up to 1,500 workers to move them.

4. **Which statement is *not* supported by evidence in the passage?**
   - Ⓐ The Olmec lived long ago.
   - Ⓑ The Olmec religion had more than one god.
   - Ⓒ The Olmec were led by a single ruler.
   - Ⓓ The Olmec heads were moved to their present location.

STRATEGY PRACTICE Write a question about information from the passage. Then have a partner answer it.

_____

_____

Name: _____

READ THE PASSAGE Pay attention to cause-and-effect relationships, and look for evidence the author uses to support her claims.

Poison Ivy

Have you ever heard the saying "Leaves of three, let them be"? It's an old warning to stay away from poison ivy. This shrub or vine, which is found in much of North America, contains a sticky substance called urushiol oil. The oil is so strong that an amount the size of a pinhead is enough to cause an itchy rash on about 500 people!

If your skin comes into contact with poison ivy, the oil is very hard to wash off. In fact, once urushiol oil touches something, it can remain active for one to five years. A rash usually develops within a few days of exposure, causing severe discomfort and itching. Many people think the rash itself is contagious and can continue to spread. However, this is not the case. Once the oil has been absorbed into your skin, which usually occurs within 24 to 36 hours, it can't spread anywhere else. If new rashes do appear, most likely you have come into contact with poison ivy in multiple places, or the oil is on something you continue to touch, such as your clothing or your pet.

Instead of trying to treat poison ivy, your best strategy is to avoid it in the first place. The plant is characterized by clusters of three pointy leaves, with the middle leaf being the longest. Before you go camping or hiking, study pictures of poison ivy so you know exactly what it looks like. And whenever you are venturing into the woods, wear long pants instead of shorts, and trade in your sandals for shoes and socks.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the passage, when someone comes into contact with urushiol oil, that person _____.**
   - Ⓐ can infect up to 500 other people
   - Ⓑ will probably get a rash
   - Ⓒ should identify a plant with three leaves
   - Ⓓ will probably become sick immediately

2. **Which of these *cannot* cause a poison ivy rash?**
   - Ⓐ wearing clothes that have brushed against poison ivy
   - Ⓑ contact with a person who was infected 3 days ago
   - Ⓒ touching your skin before it has completely absorbed urushiol oil
   - Ⓓ wearing sandals and shorts in the woods

3. **Which statement gives the best evidence that urushiol oil is very strong?**
   - Ⓐ It is found in much of North America.
   - Ⓑ It is found on shrubs or vines.
   - Ⓒ A rash usually develops in a few days.
   - Ⓓ A tiny amount can affect up to 500 people.

4. **Which statement gives the best evidence that it is important to avoid poison ivy?**
   - Ⓐ There is an old saying that warns people to stay away from it.
   - Ⓑ You should wear long pants whenever you go into the woods.
   - Ⓒ The oil from poison ivy is very hard to wash off.
   - Ⓓ Poison ivy has clusters of three leaves.

STRATEGY PRACTICE **In the passage, what information about poison ivy is important for a person who is planning a hiking trip?**

_____

_____

WEEK

21

Compare and Contrast

Students practice comparing and contrasting by looking at the similarities and differences between two or more people or things.

Make Inferences

Students practice making inferences by using clues in a passage to understand what is being implied or inferred.

DAY 1

Tell students they will practice comparing and contrasting by reading about the history of the Olympic Games. Say: **As you read, notice what the Olympics in ancient Greece have in common with today's Olympics and what is different about them. Knowing the similarities and differences will help you understand the points that the writer is making.** Tell students they will also practice making connections (Week 2). Say: **Since many of the Olympic events you will read about occurred before you were born, you will need to use what you know about the Olympics today to understand what you read about the Olympics of the past.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they will practice comparing and contrasting by reading an interview with a rugby player. If necessary, build background by explaining that rugby is a sport involving elements of both soccer and football. Then remind students of the *Organization* strategy (Week 4). Say: **Since what you are about to read is an interview, it is organized differently than other nonfiction texts. Pay attention to the organization and the nonfiction text features that tell you who is speaking and what each person is saying.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Tell students they will practice making inferences by reading about animals and emotions. Say: **When we infer, we use clues from the text and our background knowledge to understand information that is not directly stated.** Review the *Make Connections* strategy by saying: **When we use our background knowledge, we are making connections with the text. Think about what you know, have seen, or have done that helps you better understand the topics in this passage as you read.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Review the *Make Inferences* skill with students. Say: **When we make inferences, we use our background knowledge and clues from the text to understand information that is not directly stated.** Tell students they are going to read about an ancient city near the Mississippi River in Illinois. To build background, help students locate Cahokia Mounds State Historic Site on a map of Illinois. Then review the *Organization* strategy. Say: **The text you are going to read is like a park brochure, with the information organized into sections.** Point out the subheads on the student page. Say: **As you read, pay attention to these subheads and think about why the writer organized the information this way.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both comparing and contrasting and making inferences by reading a story about an archaeologist who has an unexpected adventure. Say: **The story you are going to read is set in Egypt. As you read, connect what you know about Egypt to the text. This will help you understand the information so you can find good comparisons and contrasts and make good inferences.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for similarities and differences between the ancient and modern Olympics.

The Olympic Games

Today, people can turn on their televisions and watch the Olympics every two years, alternating between summer and winter games. The world's best athletes train hard, hoping to win a gold, silver, or bronze medal. However, the first Olympics was quite different from today's Olympic Games. Held in 776 BC at Olympia, in ancient Greece, the games honored the Greek god Zeus. The competition was a chance for athletes to bring honor to their city-states, just as today's athletes bring honor to their countries. However, in ancient Greece, only men could participate.

For 13 years, the ancient Olympics had just one event, a running race. Gradually, as with today's games, more events were added. The games expanded to include sports such as chariot and horse racing, boxing, and the pentathlon. The pentathlon itself consisted of five different events: running, wrestling, jumping, throwing a discus, and throwing a javelin. By comparison, today's pentathlon also includes running, but the other four events are fencing, pistol shooting, swimming, and horse jumping.

The ancient Greek Olympics ended around 395 BC and weren't played again for nearly 1,500 years. Finally, in 1894, a Frenchman named Pierre de Coubertin decided to bring the games back. The games were held in 1896 and included nine events: track, cycling, fencing, gymnastics, shooting, swimming, tennis, wrestling, and weight lifting. Today's Olympics include even more sports, such as soccer and skiing, and are now separated into the Summer and Winter Olympics. Cities around the world take turns hosting the Olympics.

For seven days before and seven days after the ancient Olympics, wars ceased so athletes could travel safely to the games. In a similar way, many believe that today's Olympic Games create goodwill, as nations exhibit strength through competitive sports rather than through battle.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How are modern Olympics and the first Olympics different?**
   - Ⓐ Only the first Olympics included running.
   - Ⓑ Only the modern Olympics include wrestling.
   - Ⓒ Women did not compete in the first Olympics.
   - Ⓓ Modern athletes honor their countries.

2. **How are the modern and ancient Olympics alike?**
   - Ⓐ Wars must stop before and after the games.
   - Ⓑ Both always take place in Greece.
   - Ⓒ Both include chariot races.
   - Ⓓ Both include a variety of athletic events.

3. **Based on the passage, the modern and ancient pentathlons are alike because both _____.**
   - Ⓐ included weight lifting as an event
   - Ⓑ included a sport that takes place in water
   - Ⓒ included events that use horses
   - Ⓓ included running as an event

4. **Based on information in the passage, how are today's Olympics different from those in 1896?**
   - Ⓐ They include fewer sports than in 1896.
   - Ⓑ They are held at different times of year.
   - Ⓒ They develop athletes' military skills.
   - Ⓓ They no longer pay tribute to Zeus as the 1896 games did.

STRATEGY PRACTICE Would you like to have attended the ancient Olympic Games? Why or why not?

_____

_____

READ THE INTERVIEW Think about how rugby and football are similar and different.

Youth Sports Online: An Interview with Carlos Perreyra

Youth Sports: Carlos, you've played rugby for ten years. I hear it's a pretty brutal game. How does it differ from American football?

Carlos: First, rugby is much more active. In American football, each 15-minute quarter has only about three to four minutes of actual play. Rugby is almost the opposite. Each half lasts 45 minutes, and the clock stops only for injuries and player substitutions. Second, football players wear helmets and pads all over their bodies to protect themselves when they are hit or tackled. Tackles happen in rugby, too, but we don't wear pads. We play in shorts, long socks, metal cleats, and rugby jerseys. You have to be tough to play rugby! And since the clock never stops, a downed player has only one second to flip the ball to a teammate. If he's swarmed by players but doesn't fall down, the opposing team tries to rip the ball out of his hands!

Youth Sports: Are the two games the same in any way?

Carlos: Yes. Each game's objective is to get an oval-shaped ball across a line. In rugby it's called the "try line," and in football it's called the "goal line." In both games, you get a chance to score again after you cross the line. In football you can kick the ball through the goal posts or try to run or pass the ball across the goal line, but in rugby you only get to kick the ball.

Youth Sports: Do you think rugby is a better game?

Carlos: Absolutely! There's more speed and team play that you don't have in football. In rugby, the positions change. You don't have one person who plays just one position, and anyone can carry or kick the ball. A player can play offense and block for his or her teammate, receive a pass or recover a kick, or suddenly play defense if the other team gets the ball. It's very exciting!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How is the equipment different for rugby and American football?**
   - Ⓐ Rugby uses a round ball.
   - Ⓑ Football players wear pads and helmets.
   - Ⓒ Rugby does not have goal posts.
   - Ⓓ Football players wear shorts and long socks.
2. **What is true about both football and rugby?**
   - Ⓐ Players score by getting a ball across a line.
   - Ⓑ Each half is 30 minutes long.
   - Ⓒ The play clock stops after a tackle.
   - Ⓓ The ball continues moving throughout the game.
3. **Which description applies to both sports?**
   - Ⓐ The clock stops after each play.
   - Ⓑ A game has four 15-minute quarters.
   - Ⓒ Players tackle one another.
   - Ⓓ The positions that players play always change.
4. **Carlos likes rugby better than football because he thinks _____.**
   - Ⓐ players are less likely to be injured
   - Ⓑ there are more positions
   - Ⓒ it is easier to score points
   - Ⓓ it is a faster, livelier game

STRATEGY PRACTICE How does the writer show who is speaking in the interview?

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage and your background knowledge to make inferences.

Are Humans the Only Animals with Emotions?

Do animals besides humans have emotions, and if so, which ones? Scientists and animal lovers often debate this issue. In the past, many scientists believed that animals were not capable of showing complex human emotions such as empathy. Empathy is the understanding of and sharing in another's feelings. For example, if your little brother's turtle dies, you probably would feel bad for him.

Several recent experiments and observations support the theory that animals feel empathy. In 1964, one study showed that rhesus monkeys would not accept food if another monkey got an electric shock. Likewise, biologist Marc Bekoff reports that when he was watching elephants in Kenya, he noticed an elephant that had been crippled for years. Although the elephant moved very slowly, the herd never left it behind. They'd stop walking, check on her, and then wait for her. Bekoff also tells of Alaskan bear cubs that were orphaned when their mother was shot. One cub had been wounded, so he limped along and swam painfully slowly, but his sister never left his side. She even fished salmon out of the river for him.

There are reports of animals showing emotions besides empathy, too. In 2005, a humpback whale became tangled in fishing lines off California's coast. After divers freed the whale, it played with and nuzzled each diver, seeming to show gratitude. Gorillas, llamas, and many other animals appear to express grief when a mate dies. And then there's the story of the two abandoned terriers that were taken to an animal shelter. When one of them went blind, the other led his companion around the new environment by the scruff of the neck until the blind dog learned its way around. Maybe humans and animals aren't so different after all.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What might cause a person to feel empathy?**
   - Ⓐ getting injured before a big game
   - Ⓑ watching a friend be chosen last for a team
   - Ⓒ being invited to a birthday party
   - Ⓓ having to move to another state

2. **Which animal or animals described in the passage showed empathy?**
   - Ⓐ the blind dog
   - Ⓑ the humpback whale
   - Ⓒ gorillas and llamas
   - Ⓓ the elephant herd

3. **What makes the author wonder whether humans and animals are really so different?**
   - Ⓐ Animals appear to express emotions, too.
   - Ⓑ Animals have been shown to use tools.
   - Ⓒ Many animals live in pairs or groups.
   - Ⓓ Animals can suffer injuries, too.

4. **You can infer from the passage that _____.**
   - Ⓐ animals and people experience all the same emotions
   - Ⓑ some animals do not want another animal to suffer
   - Ⓒ animals feel greater pain than people do
   - Ⓓ empathy is an emotion shown only by humans

STRATEGY PRACTICE Describe an example you have seen of an animal appearing to express an emotion.

_____

_____

Name: _____

READ THE BROCHURE Make inferences about ancient Cahokia by looking for clues in the text.

About Cahokia Mounds

Covering five square miles along the Mississippi River, the ancient port city of Cahokia was once home to at least 15,000 people. At its peak between AD 1050 and 1200, Cahokia had canals, fisheries, and irrigation for crops. In 1250, Cahokia was larger than the city of London. Rows of houses were built around plazas. Ceremonial buildings sat on huge earthen mounds. The tallest mound took 15 million baskets of earth and 300 years to build. Citizens traded in copper, elk, shark's teeth, and shells.

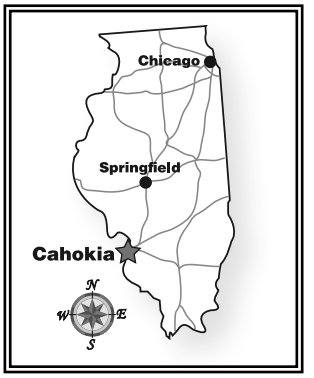
By 1400, the city was abandoned. Nobody knows why. Many things might have led to its downfall, including climate change, war, disease, and overuse of natural resources. Some people believe that cutting down trees and diverting natural creeks caused widespread flooding and crop destruction. These events, in turn, might have led to fighting and unrest in the community.

The Name "Cahokia"

Because no one knows what the people of Cahokia called themselves, the site is named for a subtribe of the Illiniwek Native Americans who inhabited the area in the 1600s.

Plan Your Visit

Cahokia Mounds State Historic Site is located in Collinsville, Illinois. Admission is free. A visitors' center offers exhibits, educational programs, and a museum shop. Self-guided and ranger-guided tours are available. Dress comfortably and bring sunscreen, bug spray, and water.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **You can infer that in AD 1150, Cahokia _____.**
   - Ⓐ traded with London
   - Ⓑ was a community of hunters and gatherers
   - Ⓒ was complex and well-organized
   - Ⓓ was undeveloped even for its time

2. **How have people probably learned about Cahokia?**
   - Ⓐ Poets and musicians sang about it.
   - Ⓑ Its residents left written records.
   - Ⓒ The Illiniwek people still talk about it.
   - Ⓓ Experts studied things found at the site.

3. **Nearby resources must have included _____.**
   - Ⓐ oceans and saltwater marshes
   - Ⓑ volcanic rocks
   - Ⓒ forests and fresh water
   - Ⓓ gold and silver deposits

4. **What can you infer about Cahokia Mounds State Historic Site?**
   - Ⓐ It is a good place to learn about ancient Native Americans.
   - Ⓑ It consists of an indoor visitors' center.
   - Ⓒ It is not considered historically important.
   - Ⓓ It has rides and other amusements.

STRATEGY PRACTICE How is information organized in the brochure? Explain.

_____

_____

READ THE PASSAGE Look for information that helps you compare and contrast and make inferences.

Effie's Visit to Egypt

Effie was an archaeology student studying ancient Egypt. She had been examining stone statues in Cairo's Egyptian Museum when *it* happened. Maybe the lunch she had wolfed down at the roadside stand had been bad. Maybe she hadn't drunk enough water. Whatever it was, Effie became dizzy. The last thing she remembered was slumping down onto the cool stone floor.

"Iphigenia!" Someone was calling her name. No one had used her full name for years! Suddenly, an old woman appeared. "Iphigenia! Get up! Where have you been? You are required in the dressing room." Her commanding voice made Effie follow her at once.

As they hurried upstairs, Effie noticed several statues. *Where am I?* she wondered. The statues looked new—no cracks or missing parts like the other ones in the museum.

"The pharaoh's son needs help with his makeup now!" said the woman.

"A boy wants to wear makeup?" Effie asked, astonished and confused.

"Unless you'd rather work in the fields than be a house servant, I suggest you get started immediately," hissed the woman.

Servant? Pharaoh? Where was she? Or rather, *when*? Hurriedly, she entered a room full of beautiful paintings. A 12-year-old boy waited impatiently, tapping his foot. Effie scanned the cosmetics on the table and saw green eye shadow made from malachite; black eyeliner made of kohl, a type of lead sulfide; and lipstick containing red ocher, a pigment found in clay.

"Amun!" Oddly, she knew the boy's name. "You mustn't use that kohl eyeliner anymore. The lead in it can poison you!"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is different after Effie wakes up from her dizzy spell?**
   - Ⓐ People are speaking a different language.
   - Ⓑ The statues look new.
   - Ⓒ People are wearing makeup.
   - Ⓓ She is in Egypt.

2. **What happens to Effie in the passage?**
   - Ⓐ She loses interest in studying archaeology.
   - Ⓑ She travels back in time.
   - Ⓒ She makes cosmetics from natural ingredients.
   - Ⓓ She and her brother Amun act in a play.

3. **How is the makeup that Amun uses similar to makeup used today?**
   - Ⓐ Makeup still poisons people.
   - Ⓑ People still apply makeup to their faces.
   - Ⓒ People still wear makeup that contains lead.
   - Ⓓ Both boys and girls use cosmetics equally.

4. **What is the most likely reason that Effie knows what is in the cosmetics on Amun's table?**
   - Ⓐ She read the labels on the containers.
   - Ⓑ The old woman taught her about them.
   - Ⓒ The same ingredients are used today.
   - Ⓓ She studied history and read about them.

STRATEGY PRACTICE Explain how the passage is like another story you have read or seen as a movie.

_____

_____

WEEK

22

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

DAY 1

Tell students they will practice studying character and setting by reading about a Brazilian daredevil kayaker named Pedro Olivia. Say: **The character is who or what a story is mostly about. The setting is where and when a story takes place. In nonfiction texts, the characters and settings are real people and places. As you read, pay attention to details that tell you about the character and help you understand the setting.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **A good way to monitor how well you are understanding what you are reading is to annotate, or make marks, in the passage.** Then read the instructions for the strategy practice aloud and direct students to read the passage. When they have finished reading, direct them to complete the skill practice activity. Review the answers together.

DAY 2

Review the *Character and Setting* skill with students. Say: **The setting is not just where something takes place, but when.** Tell students they will read about the life of boys in Sparta, a city-state in ancient Greece. Then remind students of the *Visualization* strategy (Week 3). Say: **As you read, pay attention to details that are easy to picture in your mind. These details will help you better understand the place and time in which these boys grew up.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the definition of *theme* with students. Say: **A theme is a lesson or view about life that the author wants to share. Often the theme is not directly stated. You must infer the theme based on what happens in the story or which details the author includes about a topic.** Tell students they are going to read a fictional account of a family weathering a tornado. Then say: **Because finding the theme can be difficult, it is important to monitor how well you comprehend what you are reading. As you finish each paragraph, pause for a moment to consider what that paragraph was mostly about. By reading slowly and pausing to reflect on the passage, you are giving yourself more opportunities to understand it.** When students have finished reading, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Tell students they will practice finding the theme of a passage by reading about a veterinarian who treats large animals. Say: **Think about the writer's view of the world based on details she includes in the passage.** Model by reading the last two sentences of the second paragraph aloud. Then say: **The writer chose to tell us about how hard Dr. Struve worked and how she faced discrimination because she is a woman. Do you think the writer values hard work?** (yes) **Do you think the writer believes women can work as hard as men?** (yes) **As you read, think about each statement the writer makes and how it supports her message.** Then remind students of the *Visualization* strategy. Say: **Pay attention to vivid language to help you picture the events the writer describes.** When students finish reading, direct them to complete the skill and strategy practice activities.

DAY 5

Tell students they will practice evaluating characters and settings and finding the theme by reading a story about a boy who encounters something he never expected to see. Then read the instructions for the strategy practice activity aloud. Model by reading the first two sentences of the passage aloud. Say: **If I were making notes, I would jot down a question about what the *Bubble* is.** Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Invite volunteers to share the notes they wrote for the strategy practice activity.

READ THE PASSAGE Think about whom the passage is about and where the events take place.

The Longest Plunge

Pedro Olivia is a Brazilian kayaker, but he is not like most other kayakers. He is an extreme kayaker, and he takes his small boat where few other paddlers dare to go. On March 4, 2009, Olivia set a world record by plunging over the 127-foot-high Salto Belo waterfall in Brazil. That's a greater drop than the height of Niagara Falls in New York! The previous record for a plunge over a waterfall was 108 feet, set in British Columbia, Canada.

Just before his record-setting plunge, Olivia paddled to the edge of the quarter-mile-wide waterfall. Then, as he fell, he flipped his kayak upside down and dropped at a speed of 70 miles per hour and landed headfirst in the water. How did he survive the fall? He had picked a spot in the falls where a huge volume of water fell a long distance into a very deep hole. The falling water mixes with air and creates a much softer place to land.

Olivia was underwater for about five seconds. When he came up—still in his kayak—he realized that he had surfaced behind the waterfall. He climbed out of the boat and found to his surprise that the rocks were covered with large snakes! Slipping and sliding, he climbed out from behind the waterfall and made it safely to shore, surviving the longest descent ever made in a kayak.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Where did Olivia's record-setting plunge take place?**
   - Ⓐ in Brazil
   - Ⓑ in British Columbia
   - Ⓒ in New York
   - Ⓓ in Canada

2. **Which word best describes Pedro Olivia?**
   - Ⓐ funny
   - Ⓑ kind
   - Ⓒ cautious
   - Ⓓ daring

3. **Which detail shows that Pedro Olivia was a careful planner in his trip over the falls?**
   - Ⓐ He picked a soft spot to land.
   - Ⓑ He paddled to the edge of the waterfall.
   - Ⓒ He stayed underwater for about five seconds.
   - Ⓓ He survived his encounter with snakes.

4. **Olivia did *not* know where he was after the plunge because he _____.**
   - Ⓐ injured his head during the fall
   - Ⓑ got dizzy on the way down
   - Ⓒ came up behind the waterfall
   - Ⓓ had traveled down the river

STRATEGY PRACTICE As you read, underline words or phrases in the passage that tell you more about the type of person Pedro Olivia is.

Name: _____

READ THE PASSAGE Think about how a boy growing up in Sparta was affected by his setting and the events in his life.

Living Like a Spartan

If you were a boy growing up in the ancient Greek city-state of Sparta, your life would be very different from what it is today. Soon after birth, you would be raised at home by a strict nurse. When you turned seven, soldiers would take you away to live in barracks with other boys your age. There you would learn to be a soldier, at times going without food and marching barefoot. You would learn to fight and survive. Punishments were harsh and frequent, and you would receive few rewards. You would hear stories that encouraged bravery, strength, and loyalty to Sparta. From this point on, your life would be under the control of the city.

At the age of 12, you would be sent out into the wild to live on your own or with a few other boys. For a year, you would hunt and cook your own food, survive cold weather, and fight off wild animals. Then you would return to life in the barracks for another seven years. You would learn more about warfare as you participated in military training and competition.

At the age of 20, your physical and mental skills would be tested. If you passed, you would be a soldier and full citizen of Sparta. The soldiers of Sparta were the best in the ancient world. In fact, the Spartan army stood undefeated until the battle of Leuctra in 371 BC. Spartan training, which encouraged strength and simplicity and discouraged emotional attachments and luxury, created a class of soldiers that has never been equaled.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Where did 10-year-old boys live in ancient Sparta?**
   - Ⓐ at home
   - Ⓑ in the barracks
   - Ⓒ in the wild
   - Ⓓ on farms
2. **Which word best describes what ancient Sparta was like?**
   - Ⓐ strict
   - Ⓑ artistic
   - Ⓒ fun-loving
   - Ⓓ gentle
3. **Which of these character traits did the Spartans value?**
   - Ⓐ emotional depth and kindness
   - Ⓑ honesty and caution
   - Ⓒ curiosity and cleverness
   - Ⓓ bravery and loyalty
4. **Spartan boys were forced to go without shoes and food so that they could _____.**
   - Ⓐ become great soldiers
   - Ⓑ appreciate comfort and luxury
   - Ⓒ learn cooking and sewing skills
   - Ⓓ understand what it was like to be poor

STRATEGY PRACTICE What do you visualize when you picture the life of the boys of ancient Sparta?

_____

_____

READ THE PASSAGE Think about the lesson the author learned.

Jesse's Journal

August 12

I'm so thankful we're all okay. I never imagined I'd have to go through something as terrifying as what happened yesterday. At first I thought we were about to have just a regular thunderstorm. The sky got dark and the wind picked up. Dad came in early from the fields on his tractor. Then my sister Julia said, "Look at the sky. Doesn't it look weird?"

We went to the window and saw strange, heavy clouds. The sky had an eerie yellowish tint. I heard the wind begin to roar and started to feel frightened. Mom told us to run to the storm cellar, but I wanted to go to my room to get some of my things first. Mom grabbed me and made me stay with everyone else. As we ran toward the storm cellar, I saw a long, thin cloud drop down from the sky and touch the ground. The noise grew louder, like a train rushing straight at us. My little brother Mark started to cry. I picked him up and carried him down the steps into the cellar.

We turned on the emergency lamps and huddled together. Above us, we heard horrible sounds of crashing and tearing that seemed to go on forever. All I could think about was losing my computer and MP3 player. I knew Julia was worried about the clothes she had just bought, and Mark was thinking about his favorite toys.

When it finally grew quiet again, we came upstairs. The whole house was gone—just gone. The garage next to the house hadn't been touched, and the barn was fine. We all had the exact same reaction. Instead of crying about what we had lost, we hugged each other and cried because everyone was safe. We still had what mattered most—our family.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **When the tornado hits, what do the family's children think about most?**
   - Ⓐ the cars and farm equipment
   - Ⓑ their belongings
   - Ⓒ their home
   - Ⓓ the pets and farm animals
2. **How do you think Jesse feels about storms?**
   - Ⓐ They are part of the natural world.
   - Ⓑ They are symbols of spring and rebirth.
   - Ⓒ They remind you that life can change quickly.
   - Ⓓ They are minor annoyances that are soon forgotten.
3. **After the storm, why does the family cry?**
   - Ⓐ They are thankful to be safe.
   - Ⓑ They know they have to rebuild their house.
   - Ⓒ They are very frightened.
   - Ⓓ They are sad about losing their belongings.
4. **Which statement is a theme of the passage?**
   - Ⓐ There is no love like a mother's love.
   - Ⓑ Family is the most important thing.
   - Ⓒ Taking care of your possessions is important.
   - Ⓓ Fear can make bad events better.

STRATEGY PRACTICE Tell a partner which parts of the passage helped you figure out the passage's theme.

Name: _____

READ THE PASSAGE Consider the views that the writer has about people who work hard and how she conveys a message through certain details.

A Day in the Life of a Large-Animal Vet

Rexanne Struve is a large-animal veterinarian in Manning, Iowa. She went to school in Kansas, thinking she would be a regular vet, treating mostly cats and dogs. The first time she treated a cow, though, she knew she wanted to specialize in large animals.

Today, Dr. Struve provides veterinary services for about 300 farms. At first, people didn't trust her. Many felt that a woman could not handle the hard work of treating large animals. But Dr. Struve decided to show them that they were wrong, and she succeeded.

Dr. Struve's day often begins with a visit to several farms, where she checks on pregnant cows and cleans and trims horses' hooves. She may deliver a calf, do surgery on a sick bull, or look in on pigs at a pig farm to make sure they are eating well. On some days, she will see as many as 16 different species, including ostriches and llamas.

When she is done driving from farm to farm, Dr. Struve goes back to her office. There she sees smaller animals, including dogs, cats, ferrets, and hamsters. Her job is exhausting and potentially dangerous. Large animals can be very unpredictable—and heavy! Still, she loves her work and the challenges it provides.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Working with large animals was important to Dr. Struve because she wanted to _____.**
   - Ⓐ help her family
   - Ⓑ avoid working with cats and dogs
   - Ⓒ prove to others she could do it
   - Ⓓ fill a need for vets in the community

2. **At first, many of Dr. Struve's clients did *not* trust her. What does this show?**
   - Ⓐ She was not persistent enough about getting their business.
   - Ⓑ People had a hard time accepting a new vet.
   - Ⓒ People had ideas about what women could and could not do.
   - Ⓓ She lacked the experience and training to work with large animals.

3. **Which statement best describes how Dr. Struve probably feels about her job?**
   - Ⓐ Being a female veterinarian has many disadvantages.
   - Ⓑ Working with large animals is more important than working with pets.
   - Ⓒ Although the work is difficult, the job is very satisfying.
   - Ⓓ It does not matter if your clients trust you.

4. **Which statement is *not* a theme of the passage?**
   - Ⓐ Animals are like family to some people.
   - Ⓑ People should not judge others without knowing them.
   - Ⓒ Everyone should do work that he or she loves.
   - Ⓓ It takes a special kind of person to become a veterinarian.

STRATEGY PRACTICE Which words or phrases from the passage created images that were easy for you to visualize?

_____

_____

READ THE PASSAGE Think about whom the story is about and where and when it takes place. Think about the lesson or message the author is conveying through the story.

New Green

Ming was on his way to school one morning, when he stopped to look up at the cloudless blue sky beyond the Bubble. It was another beautiful day. Ming took a deep breath. The air smelled fresh and sweet. The scent truck must have just passed by, Ming thought.

Suddenly, Ming noticed something unusual. In a little patch of dirt in the empty lot near the store that sold clean water, a small green post stuck out of the ground. Ming walked over to it for a closer look. The post was about a foot tall, with four or five green flaps hanging off it.

Ming recalled the holo-video he had watched in history class a few weeks earlier. It was called *The End of Green*. The video explained that things called *plants* once grew on Earth. The video stated that plants had completely disappeared from the planet. No one knew why, but this had caused problems with the amount of oxygen and carbon dioxide in the air. Scientists had scrambled to create new technologies for cleaning the air and turning carbon dioxide into oxygen. All life on the planet had nearly perished! People had built the Bubble to provide an environment in which everything could survive. This had been a difficult time in human history.

One of the plants in the video was called a *tree*. It had looked just like this post, only thicker and taller. It also had a lot more flaps, which were called *leaves,* Ming recalled.

"It's a baby tree," Ming whispered, reaching out carefully to touch it. "This is a real, live tree!"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **When does the story take place?**
   - Ⓐ in the distant past
   - Ⓑ in the recent past
   - Ⓒ in the present
   - Ⓓ in the future

2. **Where does the story take place?**
   - Ⓐ in a town called Green
   - Ⓑ on a spaceship
   - Ⓒ in the Bubble
   - Ⓓ near a forest

3. **Which of these is *not* a lesson in the story?**
   - Ⓐ Nobody cares about plants.
   - Ⓑ Technology causes, as well as solves, problems.
   - Ⓒ Plants, like people, find a way to survive.
   - Ⓓ Human actions have changed Earth forever.

4. **A theme of the story is that _____.**
   - Ⓐ science is terrifying
   - Ⓑ nature is precious
   - Ⓒ humans are creative
   - Ⓓ the sky is beautiful

STRATEGY PRACTICE As you read, write notes that help you understand the character, setting, and theme of the story.

WEEK

23

Author's Purpose

Students identify the author's reason for writing about a subject.

Prediction

Students practice using clues from a passage to predict what will happen next.

DAY 1

Review the *Author's Purpose* skill with students. Say: **Authors write for many reasons, including to inform you about a topic, to entertain you with a story, to persuade you to support a cause or way of thinking, or to teach you how to do something. Sometimes a passage can have more than one purpose.** Tell students they are going to read a newscast transcript from an Irish radio reporter. Then remind students of the *Ask Questions* strategy (Week 6). Say: **Asking questions before you read is a good way to set a purpose for reading.** Read the instructions for the strategy practice aloud, and allow students time to think of questions and write them in the space provided for the activity. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share their responses for the strategy practice activity.

DAY 2

Tell students they will practice finding the author's purpose by reading an essay about how young people view themselves. Review the common purposes for writing (to inform, to persuade, to entertain, and to give instructions). Then remind students of the *Make Connections* strategy (Week 2). Say: **As you read, recall what you already know about this topic. Make a connection with the text to better understand the author's purpose for writing it.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review how to make a prediction with students. Say: **When we predict, we use clues from the text and our own background knowledge to think about what will happen in the future.** Model by saying: **This morning I poured myself a glass of juice and set it near the edge of a table. My cat and dog were chasing each other through the house and ran toward the table. If you had been me, would you have picked up the glass or left it where it was?** (picked it up) **You would have picked it up because you would have predicted that the dog and cat would bump the table and spill the juice.** Tell students they are going to read about uncommon ways of predicting the weather. Then remind students of the *Ask Questions* strategy. Say: **Asking questions while you read is a good way to monitor how well you are understanding the text.** Read aloud the instructions for the strategy practice activity. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share their responses for the strategy practice activity.

DAY 4

Tell students they will practice making predictions by reading a story about a girl who is worried about the food she is making for a party. Say: **When you make a prediction, you use clues from the passage to figure out what will happen next. You also use your background knowledge. Therefore, it is important to make connections with the text as you read.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice finding the author's purpose and making predictions by reading a story about a boy on a swim team. Say: **As you read, ask questions about what you are reading to make sure you understand why the author wrote this and what you think will happen next.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE NEWSCAST Think about why the author wrote the newscast.

Report from the Irish Coast

This is Sean O'Malley, traveling reporter for MyFeed Youth Radio from the island of Inishmore off the coast of Ireland. Right now I'm standing on the outer wall of Dún Aonghasa (DOON an-GUS) Fort. This stone fort is a popular sightseeing destination because experts believe it may have been built between 1400 and 600 BC.

Today, the innermost wall is exposed to the sea, which lies 300 feet below. Experts believe the fortress was built with circular walls that stood at least 12 feet tall in places. It was also once several hundred feet away from the sea. The force of the ocean may have eroded the coast along with the fort walls.

In addition to the stone walls, razor-sharp limestone pillars set upright and close together helped defend the fort. These pillars did an excellent job of deterring attackers. Even today, visitors have difficulty getting past them as they explore the ruins. The defensive pillars are not unique to Dún Aonghasa. They have been used for centuries on every continent.

Visitors traveling to Dún Aonghasa should be prepared. Although the view of the ocean is breathtaking, the weather is often windy and cold. People with small children and people who have trouble moving should use extra care when visiting this ancient site.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The main purpose of the newscast is to _____.**
   - Ⓐ inform you about an old fort
   - Ⓑ persuade you to visit Ireland
   - Ⓒ teach you how to build sharp pillars
   - Ⓓ entertain you with a story about Irish history
2. **Why does Sean O'Malley mention the history of defensive pillars in his newscast?**
   - Ⓐ to explain more about their construction
   - Ⓑ to persuade people to use them
   - Ⓒ to inform people that the pillars are not unique
   - Ⓓ to teach people how to make them
3. **Why does O'Malley refer to "experts" in the newscast?**
   - Ⓐ to show that the information is not just his opinion
   - Ⓑ to give credit to the researchers who study the fort
   - Ⓒ to explain why he does not agree with the experts
   - Ⓓ to tell what kind of people the experts are
4. **O'Malley uses the phrase "experts believe" because _____.**
   - Ⓐ he is not confident about his broadcast
   - Ⓑ no one is certain of the fort's history
   - Ⓒ he is not telling the truth
   - Ⓓ he wants to add opinion to his broadcast

STRATEGY PRACTICE Write a question you had before you read the newscast. If you found the answer, write it, too.

_____

_____

READ THE ESSAY Think about the reasons why the author wrote the essay.

"The Media and Body Image" by Angela Barnes

Young people place too much attention on body image and too little on character or personality. How many kids do you know who are constantly thinking about how much they can learn or how to make smart decisions? Probably very few. Young people can't seem to grasp the idea that beauty is on the inside.

At my middle school, everyone focuses on appearance—how thin you are, how buff you are, and whether or not you have the latest designer clothes.

According to experts, the number one wish for girls ages 11 to 17 is to be thinner. Girls as young as five have expressed fear of becoming fat. What inspires all this attention on appearance? The media! Beauty is stressed on television, in movies, and in magazines. One in three articles in teen magazines focuses on appearance, and 50 percent of these magazines' advertisements use thin, beautiful models to sell products.

Statistics about adult women are just as scary. Every day, nearly 50 percent of American women are on a diet. Thirty-four percent of women say they'd consider cosmetic surgery to lose weight. The same number of women also say they'd try a diet, even if it were unhealthy. Ironically, these statistics were printed in the same magazines that promote unrealistic body images to young women.

If the media would stop encouraging Americans to have impossible ideals about beauty, girls and boys could be much happier. There would be no more crying about not fitting into a pair of size zero jeans. People could focus instead on being healthy and happy.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is one reason why Angela wrote the essay?**
   - Ⓐ to inform readers about how magazines are made
   - Ⓑ to persuade readers to turn off the TV
   - Ⓒ to explain her beliefs about body image
   - Ⓓ to entertain by describing modern fashion
2. **What is another purpose of the essay?**
   - Ⓐ to explain why cosmetic ads are in magazines
   - Ⓑ to inform people about popular diets
   - Ⓒ to teach people how to use statistics
   - Ⓓ to persuade people not to focus on body image
3. **Why does Angela provide statistics about adult women's dieting habits?**
   - Ⓐ to show that she understands mathematics
   - Ⓑ to explain that others believe as she does
   - Ⓒ to persuade people to conduct studies
   - Ⓓ to provide evidence for her claims about women's focus on being thin
4. **Angela argues that the way body image is shown in the media _____.**
   - Ⓐ makes young people unhappy
   - Ⓑ encourages health and fitness
   - Ⓒ affects only girls in a negative way
   - Ⓓ helps teens get into shape

STRATEGY PRACTICE Do you agree with Angela's beliefs? Why or why not?

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage and your background knowledge to make predictions.

Red Sky at Night

An old rhyme used for forecasting the weather says, "Red sky at night, sailor's delight. Red sky in the morning, sailors take warning." Does the saying have any basis in fact? It turns out that it does. A red sky at sunset tends to mean that there are clear skies to the west, where the sun sets. A red sky at sunrise tends to mean that the clear weather has already passed, so storms might be coming.

Forecasting the weather has been practiced for thousands of years. The Greeks sent out forecasts to sailors as long ago as the 5th century BC. They used signs in nature to predict the weather. Today, of course, meteorologists use complex instruments that can measure and analyze weather conditions around the world and deliver accurate forecasts further in advance. Pilots, farmers, and many other people rely on these forecasts. Fortunately, most of us can simply turn on the TV or look on the Internet to find out what kind of weather is coming.

Nature still provides the biggest clues to the weather, if you know what you're looking for. There are two basic principles used in weather forecasting: Weather generally moves from west to east, and low air pressure usually means rain or other precipitation. So pay attention to the signs. If rainbows form in the west at sunrise, the sun's rays are striking moisture. Smell the flowers—their scents are stronger in moist air. What are the ants doing? Are they moving to higher ground? This could mean a drop in air pressure. Are the birds flying low or high? Falling air pressure bothers birds' ears, so they fly low. And if the sky is red at sunset, you might plan a picnic for the next day!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Today, a sailor who sees a red sky at sunrise will probably _____.**
   - Ⓐ feel good about sailing that day
   - Ⓑ decide not to set sail
   - Ⓒ prepare the ship for severe weather
   - Ⓓ check the weather forecast on a computer
2. **What is likely to happen if rainbows form in the west at sunrise?**
   - Ⓐ It will not rain for several days.
   - Ⓑ The sun will set early that night.
   - Ⓒ There will be precipitation soon.
   - Ⓓ Weather forecasters will predict clear skies.
3. **If the birds are flying high, it is likely that _____.**
   - Ⓐ the skies will be clear for a while
   - Ⓑ ants will move to higher ground
   - Ⓒ there will be a red sky at sunrise
   - Ⓓ snow will be forecast for the next morning
4. **In the future, forecasters will probably _____.**
   - Ⓐ use ancient Greek methods for predicting the weather
   - Ⓑ use better technology to predict the weather
   - Ⓒ return to natural ways of forecasting weather
   - Ⓓ use the same instruments we use today

STRATEGY PRACTICE Write a question you think of while reading the passage. If you find the answer, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Make connections with the characters and events in the passage to help you predict what will happen next.

Tamale Pie

"Open the tomatoes and corn," said Rosa's mom, Mrs. Chavez. "I'll chop the onions."

"Good," said Rosa. "Onions make me cry."

"Grind the walnuts," Mrs. Chavez ordered.

"I'm not sure the other Girl Scouts are going to like our tamale pie," said Rosa as she put the nuts into the grinder.

"Don't be silly," said Mrs. Chavez. "It's Cinco de Mayo, and this is a delicious recipe."

"But most people expect the main dish to have meat," Rosa said, concerned.

"Nuts are healthier. Now, shred the cheese." Mrs. Chavez put milk and cornmeal into a pot.

Two hours later, just as Rosa placed the tamale pie on the table, her dog Chivo started barking. "Hush!" said Rosa, opening the door. "It's just my friends!"

Becca entered the kitchen. "Something smells great! I brought a bag of chips and some guacamole, but I don't know about the guacamole—it sort of turned brown."

Dede walked in, uncertain about her refried beans. Kari brought some cold quesadillas, Jenna brought slices of mango, and Cinder offered another bag of chips.

"The table's all set, and the tamale pie is ready," said Rosa. "Let's eat."

Steam and the smell of corn and tomatoes rose from the edges of the golden brown cornmeal. "Wow!" the girls said at the same time. "It smells delicious!"

"There's no meat in it," Rosa said nervously.

"Who cares?" said Cinder. "Will you teach us how to cook, Mrs. Chavez?"

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **In the future, Rosa will probably _____.**
   - Ⓐ refuse to cook with her mom
   - Ⓑ keep helping her mom prepare food
   - Ⓒ chop the onions for her mom
   - Ⓓ sneak meat into vegetarian recipes

2. **How will the girls most likely react to the tamale pie?**
   - Ⓐ They will tell Rosa it should have meat in it.
   - Ⓑ They will decide not to eat it.
   - Ⓒ They will eat it and enjoy it.
   - Ⓓ They will add more seasoning after tasting it.

3. **One of the Scouts' next events will probably be _____.**
   - Ⓐ a dog-training class
   - Ⓑ a Cinco de Mayo party
   - Ⓒ cooking lessons with Mrs. Chavez
   - Ⓓ a camping trip to Mexico

4. **When the Scouts are offered vegetarian food in the future, they will probably _____.**
   - Ⓐ want to try it
   - Ⓑ refuse to eat it
   - Ⓒ ask if they can add meat to it
   - Ⓓ offer to buy bags of chips instead

STRATEGY PRACTICE Describe a time when something you did worked out better than you had expected.

_____

_____

Name: _____

Author's Purpose
Prediction

WEEK 23
DAY 5

READ THE PASSAGE **Think about why the author wrote the passage, and use clues from the passage to predict what will happen next.**

Last but Not Least

Duc-Hwan wasn't thrilled about attending the swim team's end-of-season awards ceremony.

"I don't see why we have to be here, Dad," he whispered. "It's not like I'm receiving an award. I came in last every time I swam this season."

"Not true," said his dad. "You were awarded ribbons at the last two meets."

"I can't imagine joining the team next year," Duc-Hwan said as he picked at his sack lunch.

"Hey, Duc-Hwan!" It was Coach Andy. "Hurry up and finish eating. It's time for the awards."

"Yeah, Coach, okay," said Duc-Hwan, trying to sound as if he didn't care.

"You're part of the Dolphins Swim Team, and we're about to begin."

Duc-Hwan wandered toward the bleachers and sat down. He dutifully clapped every time a teammate got an award. The ceremony seemed endless. Duc-Hwan let his mind drift. Suddenly, his dad slapped Duc-Hwan's knee. "Coach just called your name."

Duc-Hwan looked around. Everyone was staring at him. "Are you going to come up here?" asked the coach. Duc-Hwan rose slowly and made his way to Coach Andy, who held a large trophy. "Duc-Hwan, this is the only award that is decided by a team vote. In my mind, it's the most important award. You showed resolve and commitment even when you came in last. You exhibited real determination, and I hope you'll join the team next year."

Duc-Hwan scanned the crowd. Everyone was standing and clapping. Duc-Hwan grinned.

SKILL PRACTICE **Read each question. Fill in the bubble next to the correct answer.**

1. **What is the author's purpose in the passage?**
   - Ⓐ to persuade readers to pursue a sport
   - Ⓑ to entertain readers with a story that has a lesson
   - Ⓒ to describe how it feels to attend a ceremony
   - Ⓓ to describe how swim teams compete

2. **Next year, Duc-Hwan will probably _____.**
   - Ⓐ win every swim event he competes in
   - Ⓑ join the swim team again
   - Ⓒ refuse to go to the awards ceremony
   - Ⓓ take up another sport

3. **The author includes the detail about Duc-Hwan picking at his lunch to show that Duc-Hwan _____.**
   - Ⓐ feels ill
   - Ⓑ does not like to make eye contact
   - Ⓒ does not like the food
   - Ⓓ is uncomfortable being there

4. **In the future, Duc-Hwan will probably _____.**
   - Ⓐ be supportive of beginning swimmers
   - Ⓑ become the coach of the swim team
   - Ⓒ discourage friends from joining a swim team
   - Ⓓ stop going places with his dad

STRATEGY PRACTICE **Write one question you thought of while reading the passage. If you found the answer, write it, too.**

_____

_____

WEEK

24

Nonfiction Text Features

Students practice identifying and comprehending common features of nonfiction text.

Visual Information

Students examine and evaluate information that is depicted visually.

DAY 1

Review the *Nonfiction Text Features* skill with students. Say: **Nonfiction text features are the features or elements on a page that help us better understand the text we are reading. They are also pages or sections of information, such as a table of contents, index, or bibliography. These types of texts support the main body text of a book, article, or report.** Tell students they are going to read a list of recommended books about Abraham Lincoln. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **Good readers set a purpose for reading. Then, as they read, they determine what information is important for fulfilling that purpose.** Read the instructions for the strategy practice activity aloud. Then have students read the book list. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Tell students they will study the text features of a recipe. Remind students of the *Organization* strategy (Week 4). Say: **Good readers pay attention to text features and how they are used to organize information. As you read, study how the recipe is organized. Think about why a recipe would be organized this way.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the definition of *visual information* with students. Say: **Sometimes words are not the best way to communicate information. Often a writer will use visual aids to deliver information.** Brainstorm with students the different forms of visual aids (graphs, maps, photographs, illustrations, and so on). Tell students they will read about a swimmer who swam in very cold water. Then remind students of the *Determine Important Information* strategy. Say: **Good readers will reread a text or review visual aids when they are looking for the information they need to answer a question or complete an assignment. As you complete the skill and strategy practice activities after reading, make sure you return to the passage and map to help you.**

DAY 4

Inform students they will practice interpreting visual information as they read about voter turnout in U.S. presidential elections. Then remind students of the *Organization* strategy. Say: **As you read, pay attention to how the information is organized. Think about why the author chose to show some of the information as a graph.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 5

Inform students they will practice studying nonfiction text features and visual information as they read a bicycle rental contract. Say: **Knowing how to interpret and understand a contract is very important.** Discuss with students the information that would be important to know before signing a contract like this one (how much the rental costs, how long the rental is for, where you pick up and return the bike, etc.). When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE LIST Think about the text features that help you understand the information in the list of recommended books.

Find Out More About Abraham Lincoln

***Abraham Lincoln's World,* Expanded Edition**
Learn about Lincoln and the world in which he lived. Writer Genevieve Foster discusses what was happening around the world during Lincoln's life as a boy, young man, and adult. 1940; Beautiful Feet Books. (376 pages)

The Assassination of Abraham Lincoln
If you'd like to learn history while reading a comic book, pick up this graphic novel by writer Kay Olson and artist Otha Lohse. Images and words work together to tell the story of Lincoln's fateful trip to Ford's Theater and the hunt for his murderer. 2005; Capstone Press. (32 pages)

Lincoln: A Photobiography
This Newbery award-winning biography includes more than 80 photographs and prints from Lincoln's life. Author Russell Freedman's powerful writing reflects his detailed research. The book includes many quotations from letters, newspaper accounts, and Lincoln's own documents. 1989; Houghton Mifflin Social Studies. (160 pages)

Lincoln Shot: A President's Life Remembered
This oversized volume is designed to look like a newspaper from 1866, exactly one year after Lincoln's assassination. As you flip through the giant yellow pages, you'll be amazed by how author Barry Denenberg and illustrator Christopher Bing make historic events seem as though they happened just yesterday. 2008; Feiwel & Friends. (40 pages)

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How are the books in the list presented?**
   - Ⓐ in alphabetical order by title
   - Ⓑ in order from most recent to oldest
   - Ⓒ in alphabetical order by the author's last name
   - Ⓓ in order from most to least recommended

2. **The information in parentheses at the end of each entry tells you _____.**
   - Ⓐ who wrote the book
   - Ⓑ the title of the book
   - Ⓒ the length of the book
   - Ⓓ when the book was published

3. **Which of the books likely tells about what was happening in France during Lincoln's lifetime?**
   - Ⓐ *Abraham Lincoln's World*
   - Ⓑ *The Assassination of Abraham Lincoln*
   - Ⓒ *Lincoln: A Photobiography*
   - Ⓓ *Lincoln Shot: A President's Life Remembered*

4. **It would be most appropriate to recommend *The Assassination of Abraham Lincoln* to someone who _____.**
   - Ⓐ is interested in European history
   - Ⓑ enjoys taking photographs
   - Ⓒ wants to be a newspaper reporter
   - Ⓓ likes to read comic books

STRATEGY PRACTICE How would the book list help someone who wanted to write a report on Lincoln?

_____

READ THE RECIPE Think about how the recipe is organized.

Easy One-Pan Supper

1 pound hot Italian pork sausage*

1 pound small red potatoes

1 large onion

2 bell peppers (red, green, or yellow)

1 tablespoon olive oil

salt and pepper to taste

Time needed: 40 to 45 minutes
Servings: 4

1. Preheat the oven to 450°F.
2. Cut the sausage into pieces that are one inch thick. Cut the potatoes in half and cut the onion into 12 wedges. Remove the core and seeds from the peppers and slice each pepper into strips.
3. Combine the ingredients in a bowl, and add salt and pepper to taste. Then spoon the mixture into a metal baking pan.
4. Bake for 30 to 35 minutes, stirring once after 15 minutes. Use a fork to check the potatoes. If they are tender and the sausages are lightly browned, the dish is done.

**You can substitute chicken or turkey sausage to lower the fat in the recipe.*

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The list at the beginning of the recipe tells readers _____.**
   - Ⓐ what equipment they will use
   - Ⓑ how to prepare the meal
   - Ⓒ how long the meal will take to prepare
   - Ⓓ what ingredients are needed
2. **Which of the following steps should be done first when preparing the recipe?**
   - Ⓐ Test potatoes with a fork.
   - Ⓑ Mix the first five ingredients in a bowl.
   - Ⓒ Add salt and pepper.
   - Ⓓ Cut the sausage.
3. **Why does the recipe include a numbered list?**
   - Ⓐ to identify what the author likes about this dish
   - Ⓑ to help readers follow the steps in the correct order
   - Ⓒ to give readers several choices
   - Ⓓ to show how many ingredients the recipe has
4. **What information is included in the footnote?**
   - Ⓐ an idea for how to use leftovers
   - Ⓑ a suggestion for substituting ingredients
   - Ⓒ an explanation of a cooking technique
   - Ⓓ a definition of a cooking term

STRATEGY PRACTICE Why do you think many recipes have the same organization?

_____

_____

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Name: _____

READ THE PASSAGE Pay attention to the information given in the map and how it supports the information in the passage.

Cold-Water Winner

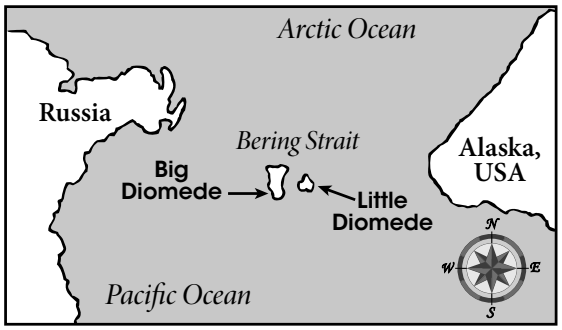
At 40°F, water is so cold that most people would freeze. But champion swimmer Lynne Cox is not like most people. She became the first person to swim from the Bering Strait island of Little Diomede in Alaska to Big Diomede in Russia. Cox baffled scientists who didn't think the swim was possible.

Cox's Advantages

Most people would freeze to death in such cold water, but Lynne Cox can tolerate cold water temperatures. She has trained her body to function in very cold conditions. Body structure also helps Cox stay warm. Compared to most people, Cox has a very even layer of fat. This fat layer acts as natural insulation.

From Cold to Colder

After the Diomedes challenge, Cox headed south—way south! She wanted to be the first person to swim a mile in Antarctica. "The marine mammals in Antarctica all have body fat to stay warm," Cox said before the swim. "Their blubber is very dense, whereas mine will be more like a cotton sweater. But I'm not going to be in as long as they are." Her natural insulation helped her stay in for 25 minutes; long enough to swim 1.22 miles where no human had ever swum before.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What information is included under the subheading "From Cold to Colder"?**
   - Ⓐ details about Cox's unusual body structure
   - Ⓑ facts about Cox's swim in the Bering Strait
   - Ⓒ possible future challenges for Cox
   - Ⓓ information about Cox's swim in Antarctica

2. **According to the map and passage, Big Diomede is _____.**
   - Ⓐ part of Russia
   - Ⓑ part of the United States
   - Ⓒ off the coast of Antarctica
   - Ⓓ in the Diomede Ocean

3. **According to her quote, Cox thinks she can swim in very cold water because she _____.**
   - Ⓐ is extremely strong
   - Ⓑ has very thick skin
   - Ⓒ is unafraid of whales, walruses, and seals
   - Ⓓ has body fat that acts like a sweater

4. **Based on the map and passage, Cox's Bering Strait swim went mainly from _____.**
   - Ⓐ east to west
   - Ⓑ west to east
   - Ⓒ north to south
   - Ⓓ south to north

STRATEGY PRACTICE If someone wanted to re-create Cox's swim in Antarctica, what information is *not* included in the passage that would be important to know?

_____

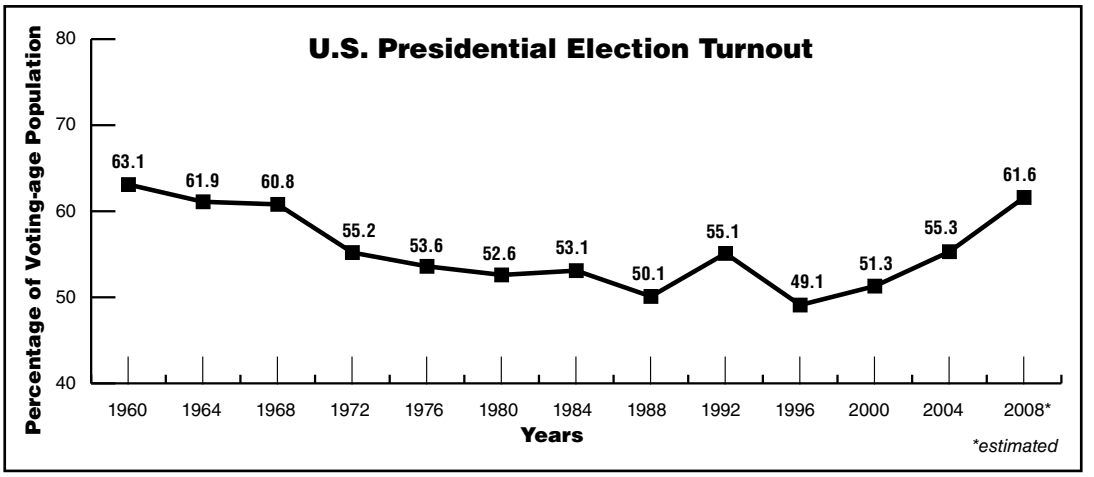
_____

Name: _____

READ THE PASSAGE Pay attention to the information in the graph.

Voter Turnout

Every four years, on the first Tuesday in November, U.S. citizens vote to elect a president. Any citizen over the age of 18 can vote. But not everyone exercises this right. For years, social scientists have studied voter turnout. Researchers not only count the number of people who actually vote in a presidential election but also figure out what percentage this number is of the total voting-age population. For example, in 2008, voter turnout was a record 131 million people. Although this was the highest number of people to vote in history, it was not the highest percentage, because the population was so large. The graph below shows the percentage of the population that participated in each election since 1960.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is voter turnout?**
   - Ⓐ the number or percentage of people who vote
   - Ⓑ the number of people who have voted at some time in their life
   - Ⓒ the percentage of citizens who are over 18
   - Ⓓ the number of votes each candidate gets

2. **The line graph shows that voter turnout continually decreased between _____.**
   - Ⓐ 1960 and 2008
   - Ⓑ 1960 and 1980
   - Ⓒ 1980 and 2008
   - Ⓓ 1988 and 2000

3. **In which years was voter turnout greater than 60 percent?**
   - Ⓐ 1960, 1964, 1968, and 1972
   - Ⓑ 1960, 1964, 1968, and 2008
   - Ⓒ 1960, 1964, 1968, 2004, and 2008
   - Ⓓ 1960, 1964, 2004, and 2008

4. **What does the asterisk after 2008 in the graph indicate?**
   - Ⓐ Information for 2008 is not available.
   - Ⓑ There was record voter turnout in 2008.
   - Ⓒ Numbers for 2008 are not exact.
   - Ⓓ Researchers disagree about 2008 data.

STRATEGY PRACTICE Why is a graph better than a list for showing voter turnout over the years?

_____

_____

READ THE CONTRACT Pay attention to how the information is organized and the contract's different features.

Wheel Have Fun!

Contract for Bicycle Rental

By signing this contract, I, _____, agree that I will be the only rider using this bicycle and that I have the experience to use it safely. I agree to ride the bicycle no farther than 100 miles from the **Wheel Have Fun!** office. I will return the bicycle by the time indicated below. For every hour the bicycle is late, I agree to pay an additional $10.

All bicycles include a pump, lock, and repair kit (patches, spare tube, tire levers). These items must be returned with the bicycle. There is no cost for using items in the kit, but please report their use to the rental agent at the time of return.

The rental rate includes insurance, which covers minor damage to the bicycle. This insurance does NOT cover any of the following costs:

- damage caused to property or other vehicles;
- medical costs related to an accident; or
- theft or loss of bicycle.

You are fully responsible for any and all of the costs named above.

Rental	Rate
1 hour	$12
2 hours	$20
4 hours	$35

Period of Rental: Start Time _____ End Time _____

Name (please print): _____

Signature: _____ **Date:** _____

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What information is *not* included in the contract after it has been completed?**
   - Ⓐ the name of the renter
   - Ⓑ the value of the bicycle
   - Ⓒ the time the rental period begins and ends
   - Ⓓ the cost of each extra rental hour

2. **According to the rate chart, how much does it cost to rent a bicycle for two hours?**
   - Ⓐ $12
   - Ⓑ $20
   - Ⓒ $32
   - Ⓓ $35

3. **Which of the following situations would require the renter to pay an additional amount?**
   - Ⓐ returning the bicycle two hours late
   - Ⓑ riding the bike faster than 25 miles per hour
   - Ⓒ using a patch from the repair kit
   - Ⓓ refusing to sign the contract

4. **The insurance included with the rental will pay _____.**
   - Ⓐ the cost of the bicycle if it is stolen
   - Ⓑ the hospital bills of anyone hit by the bike
   - Ⓒ to repair a small tear in the bicycle's seat
   - Ⓓ to fix an automobile that the bike hits

STRATEGY PRACTICE What information in the contract is important for knowing what to do if you have a flat tire?

_____

_____

WEEK

25

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Review the *Main Idea and Details* skill with students. Say: **The main idea is what a passage or paragraph is mostly about. Sometimes the main idea is explicitly stated, and sometimes it is not. Details support the main idea.** Tell students they are going to read about the mythical city of Atlantis. Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **Taking notes is a good way to monitor how well you understand what you are reading.** Read the instructions for the strategy practice aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share their responses for the strategy practice activity.

DAY 2

Tell students they will practice finding the main idea and details of a passage by reading about a boy who visits the Grand Canyon Skywalk. Then remind students of the *Visualization* strategy (Week 3). Say: **As you read, look for details that are easy to picture in your mind. Make a "mental movie" of what happens in the story.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Sequence* skill with students. Say: **When we read a passage, we often look at the order in which events or processes take place.** Tell students they are going to read a short biography of Jacques Cousteau, a famous environmentalist and documentarian who studied the oceans. Say: **Biographies are often organized around dates or important events in a person's life. As you read, pay attention to the sequence of events described in the passage.** Then remind students of the *Monitor Comprehension* strategy. Say: **Summarizing is a good way to make sure you understand and remember the most important information about a topic. As you read, pay attention to key events and facts about Jacques Cousteau you would include in a summary of the passage.** When students have finished reading, direct them to complete the skill and strategy practice activities.

DAY 4

Inform students they will practice the *Sequence* skill as they read about asteroids that strike Earth. Then remind students of the *Visualization* strategy. Say: **As you read, look for strong verbs and concrete nouns to help you picture the order of events described in the passage.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills by reading about leeches. Say: **As you read, pause after each paragraph and tell yourself what the paragraph was mostly about. Also, pay attention to the sequence of events mentioned in the passage. By pausing after you read, you monitor how well you comprehend the passage and the sequence of events.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Think about the main idea of each paragraph.

Atlantis: Myth or Reality?

Thousands of years ago, the Greek philosopher Plato wrote about a city called Atlantis, located somewhere near the Atlantic Ocean. The city he described was nearly perfect. The people were advanced in math, science, and engineering. The buildings and gardens were beautiful. Fountains flowed with hot and cold water, and stone walls were decorated with gold and silver. Plato told of Atlantis's end—how the city was destroyed in a terrible flood because its people did not properly worship the gods. Ever since, because the location of the city was never clear, people have wondered if Atlantis really existed. Many have searched for evidence around the world, even beneath the sea.

Some people believe Atlantis was once located on the Greek island of Santorini. The island was inhabited by the Minoans, a society with advanced scientific knowledge. Santorini was ripped apart by a volcanic eruption around 1500 BC, which could explain the lack of any remains of the city. Others think Atlantis was on Easter Island in the Pacific Ocean because Plato described enormous statues like the ones that have been found there. Still other people place the lost city in the mountains of Bolivia, in the China Sea, or in Africa. The fact is that no remains from Atlantis have ever been found. This has led many experts to conclude that Atlantis was made up, a perfect city that existed only in Plato's mind.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Paragraph 1 is mostly about _____.**
   - Ⓐ the destruction of Atlantis
   - Ⓑ the Greek philosopher Plato
   - Ⓒ Plato's description of Atlantis
   - Ⓓ the possible location of Atlantis

2. **Which detail best supports the idea that Atlantis never existed?**
   - Ⓐ People think it was in many different places.
   - Ⓑ Plato wrote that the city was perfect.
   - Ⓒ The city's people were advanced in math, science, and engineering.
   - Ⓓ No remains of the city have ever been found.

3. **How did Plato describe Atlantis's end?**
   - Ⓐ It was destroyed by a flood.
   - Ⓑ It was ripped apart by a volcanic eruption.
   - Ⓒ It sank to the bottom of the sea.
   - Ⓓ It was destroyed by angry gods.

4. **Which sentence would make the most sense at the end of the passage?**
   - Ⓐ Maybe modern satellite photos will find Atlantis in the future.
   - Ⓑ We may never learn whether Atlantis was real or imaginary.
   - Ⓒ Plato taught the great Greek philosopher Aristotle.
   - Ⓓ Many stories tell about the lost city of Atlantis.

STRATEGY PRACTICE **As you read, take notes about the different theories people had of where Atlantis may have existed.**

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Name: _____

READ THE PASSAGE Think about what each paragraph is about and look for details that support the main ideas.

Skywalking

Juan had always wanted to visit the Grand Canyon. He'd flown over it once in a plane, marveling at the way the canyon sliced through the desert landscape. Now he was on his way to the Grand Canyon Skywalk, a glass-floored bridge that jutted past the rim of the deep canyon. Juan's uncle, a Hualapai Indian from the reservation where the Skywalk was located, was one of the people who had helped build the bridge.

Juan bounced for 15 miles over an unpaved road in his uncle's car. Finally they arrived at the Skywalk, where they received cloth booties to wear over their shoes. "We don't want anything to scratch the glass," Juan's uncle explained. "You can't bring keys or a camera on the Skywalk either, in case you drop them."

Juan and his uncle stepped onto the curved glass walkway. They were 4,000 feet above the bottom of the canyon and 70 feet out from the canyon's rim, seemingly suspended in the air.

"It's safe!" Juan's uncle assured him. "This walkway can hold 71 million pounds and withstand winds of up to 100 miles an hour. The walkway is supported by a frame that goes 46 feet deep into the rock of the canyon wall." Juan knew that it had taken amazing engineering skills to build the walkway. But to him, the truly amazing part was the view. He looked around with astonishment at the scenery—above, across the canyon, and far, far below. It was magnificent!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ the history of the Grand Canyon
   - Ⓑ the building of the Grand Canyon Skywalk
   - Ⓒ how Juan's uncle feels about the Grand Canyon Skywalk
   - Ⓓ Juan's visit to the Grand Canyon Skywalk

2. **How far above the canyon floor is the Skywalk?**
   - Ⓐ 70 feet
   - Ⓑ 15 miles
   - Ⓒ 4,000 feet
   - Ⓓ 46 feet

3. **Which detail best supports the idea that the Skywalk is safe?**
   - Ⓐ It can hold 71 million pounds.
   - Ⓑ It is made of glass.
   - Ⓒ It juts out 70 feet from the canyon rim.
   - Ⓓ It provides an amazing view.

4. **What is the most important idea in paragraph 4?**
   - Ⓐ The Grand Canyon Skywalk lets people enjoy the scenery in all directions.
   - Ⓑ Engineers built the Skywalk to hold a lot of weight and withstand strong winds.
   - Ⓒ The Grand Canyon Skywalk is amazing because of its engineering and its view.
   - Ⓓ Juan is impressed with the Skywalk.

STRATEGY PRACTICE Describe how you pictured the Skywalk.

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Name: _____

READ THE PASSAGE Pay attention to the major events in Cousteau's life and when they happen.

The Man Who Loved the Sea

Jacques Cousteau was born in France in 1910. Although he was sickly as a child, he learned to swim at an early age and developed a love for the ocean. He joined the French navy in 1933, and it was there that he first used a pair of underwater goggles. Amazed at what he saw beneath the sea, he decided to build a device that would allow people to breathe underwater. In 1942, he finished the Aqua-Lung, a piece of early underwater breathing equipment that would eventually lead to the SCUBA diving gear used today.

After World War II, Cousteau began his life's work onboard the research ship *Calypso*. He worked with divers and scientists to photograph and gather samples of underwater plants and animals. In doing so, he learned about many ocean creatures that had never been studied before.

In 1960, he successfully worked to stop nuclear waste being dumped into the Mediterranean Sea. He worked tirelessly to improve the ecological conditions of the world's oceans and won many awards for his efforts. His television show, *The Undersea World of Jacques Cousteau,* ran from 1968 to 1976. The series helped raise awareness of the creatures who inhabit the world's oceans and their inhabitants. Cousteau died in 1997 at the age of 87 and is still celebrated today as one of the most important explorers and environmentalists of the twentieth century.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these happened in Jacques Cousteau's life before he joined the navy?**
   - Ⓐ He worked on the *Calypso*.
   - Ⓑ He learned to swim.
   - Ⓒ He had a television series.
   - Ⓓ He won many awards.
2. **After World War II, what did Cousteau do?**
   - Ⓐ He began using underwater goggles.
   - Ⓑ He became very ill.
   - Ⓒ He worked on the *Calypso*.
   - Ⓓ He joined the navy.
3. **Cousteau developed the Aqua-Lung _____.**
   - Ⓐ after joining the navy
   - Ⓑ while working on the *Calypso*
   - Ⓒ after winning awards
   - Ⓓ before learning to swim
4. **Which of these events happened last?**
   - Ⓐ Cousteau built an underwater breathing device.
   - Ⓑ Cousteau protested against dumping nuclear waste.
   - Ⓒ Cousteau joined the French navy.
   - Ⓓ Cousteau's TV show raised awareness of the world's oceans.

STRATEGY PRACTICE Summarize the important events of Jacques Cousteau's life.

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Name: _____

READ THE PASSAGE Pay attention to the sequence of events described in the passage.

The End of the World?

Asteroids—small bodies in space—have collided with Earth many times. The best-known strike occurred about 65 million years ago and created a huge crater in the Gulf of Mexico. After striking Earth, the asteroid likely caused huge tsunamis, or waves thousands of feet high. Dust particles probably filled the air. Scientists believe this dust blocked sunlight, eventually causing the planet to cool. Lack of sunlight may also have affected plant life, which is possibly what killed most dinosaurs.

A more recent large asteroid impact happened in 1908 in Siberia, Russia. As the asteroid exploded, it scorched and leveled trees for miles around. For several months afterward, astronomers reported increased dust in Earth's atmosphere.

Today, several scientists around the world track asteroid movement. When astronomers discover a new asteroid, they photograph it over several days. Then they use the pictures to create computer models of its possible orbits. Next they compare those orbits to Earth's orbit. Based on the comparisons, they try to determine how close to Earth the asteroid might pass.

Scientists have created the Torino Scale to measure how likely it is that an asteroid will collide with Earth in the next 100 years. The scale goes from "0" (no probability) to "10" (definite impact). In 2004, astronomers observed an asteroid that they named 2004 MN4. They predicted it would pass near Earth in 2029 and gave it a rating of "4" on the Torino Scale. However, after studying it for several months, they decided that the asteroid will not strike Earth and changed its rating to "0."

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of these do scientists think happened last after the asteroid fell in the Gulf of Mexico?**
   - Ⓐ Trees were scorched.
   - Ⓑ The planet cooled.
   - Ⓒ Giant tsunamis formed.
   - Ⓓ The air filled with dust.

2. **When astronomers discover a new asteroid, they first _____.**
   - Ⓐ take pictures of it
   - Ⓑ calculate its score on the Torino Scale
   - Ⓒ create computer models
   - Ⓓ compare its orbit to Earth's

3. **After astronomers create computer models of an asteroid's orbit, they _____.**
   - Ⓐ predict the size of the asteroid
   - Ⓑ estimate where it will strike Earth
   - Ⓒ take pictures of it
   - Ⓓ compare its orbit to Earth's orbit

4. **When astronomers discovered 2004 MN4, which of these happened first?**
   - Ⓐ They predicted it would pass near Earth.
   - Ⓑ They studied it for months.
   - Ⓒ They gave it a "0" on the Torino Scale.
   - Ⓓ They decided it would not hit Earth.

STRATEGY PRACTICE List the verbs and nouns in the passage that helped you visualize the passage.

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READ THE PASSAGE Think about the main idea and details of each paragraph, and pay attention to the sequence of events described.

The Life-Giving Parasite

Have you ever been swimming in a pond, stream, or lake and had a leech stick on you? You probably thought (or shouted) "Ick!" and tried to pry it off as fast as you could. But leeches aren't really disgusting, and sometimes they can save lives!

In ancient Egypt and later in medieval Europe, doctors put leeches on patients. They believed that the spineless wormlike creatures could cure all sorts of illnesses by sucking a patient's blood. In Europe and in the United States, millions of leeches were used throughout the 1800s. Doctors applied leeches to treat a variety of illnesses, from obesity to headaches. People soon learned that leeches could not cure most diseases and were not a good treatment for patients. However, in 1985, a Harvard University doctor changed people's thinking once again. He was trying to reattach a patient's ear, which had been cut off. He had trouble reconnecting the veins because the patient's blood kept clotting. He applied a leech to draw out the blood and saved the ear.

Since then, leeches have often been used in surgery where body parts are reattached. During surgery, a leech is placed on the area where the surgeon does not want blood to pool and clot. Then the leech secretes a substance that keeps the veins open and stops the blood from clotting. The leech sucks up excess blood, allowing fresh blood to flow, which helps the patient heal.

Some people are horrified at the thought of having a bloodsucking creature attached to them. But why not welcome a leech if it can save your life?

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the passage mostly about?**
   - Ⓐ patients' responses to leeches
   - Ⓑ how and where leeches live
   - Ⓒ the medical uses of leeches
   - Ⓓ leeches in medieval medicine

2. **When were leeches first used?**
   - Ⓐ in medieval Europe
   - Ⓑ in ancient Egypt
   - Ⓒ in 1985 by a Harvard University doctor
   - Ⓓ in the 1800s in Europe and in the United States

3. **When a leech is placed on a patient, which one happens first?**
   - Ⓐ The leech secretes a substance.
   - Ⓑ The patient's blood vessels open.
   - Ⓒ The patient's blood flows faster.
   - Ⓓ The leech crawls inside the person's body.

4. **Why did a doctor in 1985 decide to try using leeches?**
   - Ⓐ He needed a way to close the wound.
   - Ⓑ He needed to keep blood from clotting.
   - Ⓒ He believed in using natural remedies.
   - Ⓓ He wanted to save money.

STRATEGY PRACTICE Write a sentence or two that tells how the use of leeches has changed over time.

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WEEK

26

Cause and Effect

Students practice identifying cause-and-effect relationships by looking for what happens and why it happens.

Evaluate Evidence

Students practice evaluating evidence by identifying an author's main idea and examining the evidence the author uses to support that idea.

DAY 1

Review the *Cause and Effect* skill with students. Say: **The *cause* is what makes something happen. The *effect* is what happens. If I threw a rock through a window, the window would break. The cause is me throwing the rock. The effect is the window breaking. Sometimes causes can have many effects. Another effect of me throwing the rock would probably be the principal getting mad. And I would get into trouble, which is yet another effect.** Tell students they are going to read about the health risks of text messaging. Then remind students of the *Determine Important Information* strategy (Week 5). Read the instructions for the strategy practice activity aloud. Say: **When we look for important information, we need to have a goal or purpose for reading. As you read, look for the information that helps you complete this activity.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they will practice finding causes and effects as they read about a girl attending her brother's graduation. Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself questions about cause-and-effect relationships in the text. This will help you monitor how well you are understanding what you are reading.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Evaluate Evidence* skill with students. Say: **When a writer presents information about a topic, he or she will make claims and then provide evidence to support those claims. Good readers evaluate the evidence to understand why the writer included it, what claim the evidence supports, and how persuasive the evidence is.** Tell students they will read about a type of shark called the basking shark. Then remind students of the *Determine Important Information* strategy. Say: **When you are being tested on your reading comprehension, it is a good idea to identify the information in the passage that answers the questions you are being asked.** Read the instructions for the strategy practice activity aloud. Then have students read the items in the skill practice activity before they read the passage. When they have finished, direct them to complete the skill and strategy practice activities. Review the answers together, and invite volunteers to share what information they underlined for the strategy practice activity.

DAY 4

Tell students they will practice evaluating evidence as they read a proposal for a dog park. Say: **As you read, pay attention to the claims the writer makes. Look for the writer's evidence that supports those claims.** Then remind students of the *Ask Questions* strategy. Say: **Asking questions before we read is a good way to set a purpose for reading. A question I have is wondering if the dog park will have a fence or be an open area for dogs to play. I also wonder if the proposal includes rules for what would happen if a dog accidentally bit someone. Now, you think of a question and write it in the space provided for the strategy activity. As you read the passage, look for the answer.** Allow students time to write their questions, and then direct them to read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share what they wrote for the strategy practice.

DAY 5

Tell students they will practice finding causes and effects and evaluating evidence as they read about guide dogs. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

Name: _____

READ THE PASSAGE Look for the effects of text messaging that the writer identifies.

Text Trouble

Cell phone calling plans that allow users to send unlimited text messages are popular with teens across the United States. In 2008, an average American teen sent 2,272 text messages each month. That's nearly 80 messages a day, although many teens commonly send hundreds of messages per day. So, what could be wrong with a plan that allows you to send as many messages as you want every day of the week? It turns out that there are real health risks.

The physical action of typing and sending many text messages could injure your thumbs. When you perform the same action many times, you can get something called a repetitive stress injury, which causes painful muscle cramps. Doctors believe the damage is temporary and can heal if the action is stopped.

Sending and receiving text messages can also lead to psychological strain. Constant texting can interfere with sleep and create stress. Ringtones or vibrations can break one's concentration and contribute to feeling restless or anxious, which can also affect sleep. In addition, many teens respond to text messages late at night, often from bed. Staying up to wait for a message from a friend or being awakened by a ring or buzz can reduce the amount and quality of sleep.

While text messaging can help some teens stay in touch with their parents, the convenience of texting may make it difficult for some adolescents to become more independent. Instead of learning to make their own decisions, some teens text their parents dozens of times each day. They become so dependent on a constant electronic connection that they don't learn the thinking skills they will need later in life.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **According to the article, sending and receiving too many text messages can create _____.**
   - Ⓐ a close relationship with family members
   - Ⓑ unlimited calling plans
   - Ⓒ popular ringtones and vibrations
   - Ⓓ stress and tension

2. **A repetitive stress injury is always caused by _____.**
   - Ⓐ sending and receiving text messages
   - Ⓑ the sounds of a ringing or vibrating phone
   - Ⓒ performing the same action over and over
   - Ⓓ not getting enough sleep

3. **A thumb injury caused by cell phone use will probably heal if the injured person _____.**
   - Ⓐ sends more than 100 messages each day
   - Ⓑ stops sending text messages
   - Ⓒ buys a new cell phone
   - Ⓓ sends messages to parents instead of friends

4. **According to the article, text messaging late at night can lead to _____.**
   - Ⓐ communication problems between teens
   - Ⓑ calling plan price increases
   - Ⓒ teens not getting enough sleep
   - Ⓓ stronger parent-teen relationships

STRATEGY PRACTICE Explain how sending text messages can affect a teen's relationship with a parent.

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Name: _____

READ THE PASSAGE Think about what happens in the passage and the reasons why those things happen.

Which Button Do I Press?

My brother Micha's high school graduation was almost over, and I was still fumbling with my new digital camera. I had gotten it for my birthday, but I had never read the directions. That's why I spent most of the ceremony trying to figure out how to turn the camera on. And when I finally did, all I saw on the screen were a bunch of mysterious icons.

Soon the principal was calling students' names. Each graduate walked happily across the stage to get his or her diploma. It was almost Micha's turn! I started pressing buttons at random until the camera beeped. Had I taken a picture? There was no time to check because the principal called Micha's name. I peered through the camera's viewfinder.

Micha strode over to the principal, smiling ear to ear. Then, suddenly, he did the most amazing thing. He jumped into the air and did a complete flip! When he landed, the crowd went wild. I tried to snap a picture, but the camera just beeped again, like it was making fun of me.

After the ceremony, I handed the camera to Micha and apologized for being such a lousy photographer. "What are you talking about, Sasha?" he said excitedly. "You got the whole thing on video!"

I must have hit the button for video instead of photo. Micha ended up posting the clip on the Internet for our friends and family to see, and everyone keeps congratulating me on my fine camera work. Now, if only I could figure out which button I pressed.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **At the beginning of the passage, Sasha fumbles with the camera's buttons because she is _____.**
   - Ⓐ nervous about her brother's graduation
   - Ⓑ not sure how to use the camera
   - Ⓒ upset with her family
   - Ⓓ not interested in the graduation

2. **Why does Micha do a flip?**
   - Ⓐ because he is proud to graduate
   - Ⓑ because he trips on the stage
   - Ⓒ because he is on the gymnastics team
   - Ⓓ because he wants to amaze his sister

3. **What happens as a result of Sasha recording a video instead of taking a photo?**
   - Ⓐ Sasha feels guilty about what she has done.
   - Ⓑ Micha can share a happy moment with friends.
   - Ⓒ Micha yells at Sasha for being unprepared.
   - Ⓓ Sasha decides to study the instruction manual.

4. **Why do people congratulate Sasha at the end of the passage?**
   - Ⓐ because she graduated from school
   - Ⓑ because she won a photography prize
   - Ⓒ because they think Micha's flip was her idea
   - Ⓓ because they admire the video she took

STRATEGY PRACTICE Write a question you asked yourself while reading. If you found the answer, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Think about the author's claims and the evidence he gives to support those claims.

Mystery Under the Sea

Basking sharks are the second-largest kind of shark in the world. In the summer, they are easy to spot. These huge, slow-moving North Atlantic fish eat plankton near the water's surface. But during the winter, basking sharks seem to disappear. Where do they go? Scientists have discovered the answer.

Experts used to think that the sharks hibernated in deeper ocean waters during the winter. However, a new study disproves that theory. Researchers tagged 25 basking sharks near Cape Cod, Massachusetts, and used satellites to track the sharks' movements. The tags also sent information about water depth, temperature, and light levels. The results showed that basking sharks migrate much farther than anyone expected. They don't hibernate deep in the ocean. Instead, they swim huge distances from the North Atlantic to warmer tropical water. One of the tagged sharks even swam 5,500 miles.

Information from the tags showed that during the winter, sharks swim much deeper than in the summer. When they migrate, they swim at depths up to 3,000 feet, and they stay at those depths for three or four months. That explains why basking sharks seem to disappear in the winter—they are too deep to be seen.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which scientific theory has been proven incorrect?**
   - Ⓐ Basking sharks are the second-largest shark.
   - Ⓑ Basking sharks live in the North Atlantic.
   - Ⓒ Basking sharks hibernate in winter.
   - Ⓓ Basking sharks swim at depths of 3,000 feet.
2. **What strategy was most helpful to scientists for finding out where basking sharks go during the winter?**
   - Ⓐ They had divers explore deep water.
   - Ⓑ They tagged sharks to track them.
   - Ⓒ They made observations from boats.
   - Ⓓ They analyzed data collected long ago.
3. **What does the fact that one basking shark swam 5,500 miles help prove?**
   - Ⓐ Basking sharks do not eat plankton in winter.
   - Ⓑ Basking sharks swim farther than other fish.
   - Ⓒ Basking sharks swim in order to reproduce.
   - Ⓓ Basking sharks migrate in winter.
4. **Which of the following statements is best supported by the passage?**
   - Ⓐ Data can prove or disprove a theory.
   - Ⓑ Little can be learned about animals by observing them.
   - Ⓒ You cannot draw a conclusion about animal behavior by what you read.
   - Ⓓ Observation is better than technology for proving a theory.

STRATEGY PRACTICE Underline the information in the passage that helps you answer the first three questions from the skill practice activity.

Name: _____

READ THE PASSAGE Think about the evidence that the author gives to support her claims.

Dog Park Proposal

Our dogs need a place to play! It's time to create a dog park in Oakwood. Musket Field at the corner of Oak Street and Prospect Avenue is the perfect location for the new dog park.

Why do we need a dog park? People in Oakwood love dogs. There are dogs living in three out of every five homes in Oakwood. That's higher than the national average!

Why Musket Field? First of all, there are 21 public baseball fields in Oakwood. These fields are empty an average of 40 percent of the time from 8 AM to 8 PM. One less field will not hurt the baseball teams. Secondly, for years, Musket Field has been the least popular playing field in Oakwood, mainly because of how poorly it drains. In fact, most residents don't even know the field's real name. They only know it by the nickname "Mudpit Field." Converting the field to a dog park would include leveling the ground and laying down gravel, which would improve drainage and eliminate a community eyesore.

Where will the money come from? The Friends of Oakwood Dogs have already raised 30 percent of the predicted costs. A citizens' fundraising drive will generate another 25 percent of the funds. The remaining cost could come from the Oakwood Community Recreation Fund.

Please attend the community board meeting on March 14 and voice your support for the Oakwood Dog Park. Speak up for our dogs, because they can't speak for themselves!

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which piece of evidence supports the idea that a dog park is needed in Oakwood?**
   - Ⓐ Musket Field is often muddy.
   - Ⓑ Baseball fields are empty 40 percent of the time.
   - Ⓒ A community board meeting will take place in March.
   - Ⓓ Three of every five Oakwood homes have dogs.

2. **The author mentions that Musket Field is *not* a popular baseball field to prove that _____.**
   - Ⓐ baseball is not popular in Oakwood
   - Ⓑ dogs enjoy playing in the mud
   - Ⓒ its location is a good choice for a dog park
   - Ⓓ dog parks are inexpensive to build

3. **The goal of the passage is to persuade readers to _____.**
   - Ⓐ support a plan to create a new dog park
   - Ⓑ change how the community spends recreation funds
   - Ⓒ give money to the Oakwood recreation fund
   - Ⓓ play baseball in Musket Field more often

4. **What evidence supports the idea that the dog park will be more attractive than the current field?**
   - Ⓐ Some money has already been raised.
   - Ⓑ The plan will improve drainage in the park.
   - Ⓒ There are 21 baseball fields in Oakwood.
   - Ⓓ Dogs are a popular pet in Oakwood.

STRATEGY PRACTICE Before you read the passage, write a question you have about the topic. If you find the answer as you read, write it, too.

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_____

READ THE PASSAGE Look for causes and effects in the passage, and look for evidence the author gives to support her claims.

The Seeing Eye

In 1927, an American named Dorothy Harrison Eustis traveled to Switzerland to open a dog kennel. She was interested in breeding German shepherds for certain kinds of work. As part of her research, she visited a school where these dogs were being trained to help World War I veterans who had lost their sight. Eustis was so inspired by what she saw that she wrote an article about the school. It was published in *The Saturday Evening Post* on November 5, 1927.

Morris Frank, a blind man from Tennessee, was inspired by Eustis's article. He wrote her a letter asking if she would help him get a trained dog so that he could leave his home more easily and be more independent. Eustis agreed. Frank traveled to Switzerland to meet Eustis and work with a guide dog. When Frank and his new dog Buddy came back to New York in 1928, reporters were astonished by the efficient working partnership between a person and a dog. Frank sent Eustis a telegram with just one word: "Success."

In 1929, Frank and Eustis helped start a dog-training school called The Seeing Eye. The school is now in New Jersey and still breeds and trains hundreds of dogs every year. People come from all over to meet their guide dogs and learn how to work together as effective teams. But not every dog is a perfect match for just any person. The trainers must carefully match dogs with people. A person needs to be strong to control the dog, and both the dog and the person should walk at the same natural pace. Other factors, such as personality and the type of home environment, are also used to help match people with their amazing animal companions.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Why did Morris Frank write to Dorothy Eustis?**
   - Ⓐ He wanted to write a magazine article.
   - Ⓑ He needed money to start a school.
   - Ⓒ He hoped she could help him get a guide dog.
   - Ⓓ He wanted her to leave Switzerland.

2. **Which of the following ideas is supported by the passage?**
   - Ⓐ It is easy to train a guide dog.
   - Ⓑ Dogs can provide valuable assistance to people.
   - Ⓒ Switzerland has more schools than the United States.
   - Ⓓ German shepherds are the smartest dogs.

3. **Today, students come to The Seeing Eye to _____.**
   - Ⓐ study German shepherds
   - Ⓑ help blind veterans
   - Ⓒ train their eyes to see in low light
   - Ⓓ work with their new guide dogs

4. **According to the passage, which of these is necessary for a person and dog to be a good match?**
   - Ⓐ The dog and person are the same weight.
   - Ⓑ The person is strong enough to control the dog.
   - Ⓒ The dog is much slower than the person.
   - Ⓓ The dog is aggressive.

STRATEGY PRACTICE The passage states that "not every dog is a perfect match for just any person." What information in the article supports this claim?

_____

_____

WEEK

27

Compare and Contrast

Students practice comparing and contrasting by looking at the similarities and differences between two or more people or things.

Make Inferences

Students practice making inferences by using clues in a passage to understand what is being implied or inferred.

DAY 1

Review the *Compare and Contrast* skill with students. Say: **When we compare and contrast, we look at the similarities and differences between two or more things.** Tell students they are going to read a passage about pyramids in Egypt and Mexico. Then draw a Venn diagram on the board, labeled "Egypt" and "Mexico." Invite volunteers to fill in one similarity (e.g., They are both countries.) and one difference (e.g., Egypt is in the Middle East; Mexico is in Central America.). Then remind students of the *Make Connections* strategy (Week 2). Say: **When we make connections, we use what we have seen, read, or been told previously to help us better understand the text. As you read this passage, think about what you already know about pyramids.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they will practice comparing and contrasting as they read about the difference between fruits and vegetables. Then remind students of the *Organization* strategy (Week 4). Say: **Making a Venn diagram is a useful graphic organizer for helping you organize the information you read about.** Read the instructions for the strategy activity aloud, and direct students to draw their Venn diagram on a separate piece of paper. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together. For the strategy practice activity, you may want to draw a Venn diagram on the board and invite volunteers to fill in the similarities and differences they wrote on their own papers.

DAY 3

Remind students of what it means to *make inferences.* Say: **When we make an inference, we use clues from the text and our own knowledge to understand information that is not directly expressed.** Tell students they will read about the history of jumping rope. Then remind students of the *Make Connections* strategy. Say: **As you read this passage, think about what you already know about jumping rope. Your background knowledge will help you make inferences and understand information that is not directly stated in the passage.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students they will practice making inferences as they read a piece of historical fiction about China's navy. Build background by introducing some vocabulary from the passage *(junk, armada, deckhand, pay tribute,* etc.), showing students diagrams of ancient Chinese ships, or discussing what was happening in China in the early 1400s. Then remind students of the *Organization* strategy. Say: **This writer has used historical facts to write a fiction story. As you read, pay attention to the historical facts you come across and notice how they have been tied to the story.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Inform students they will practice both comparing and contrasting and making inferences as they read about a sport called handcycling. Then say: **When you read about a topic that may be unfamiliar, look for details that help you better understand the topic.** When students have finished reading, direct them to complete the skill and strategy practice activities.

Name: _____

READ THE PASSAGE Look for the similarities and differences between Egyptian pyramids and the pyramids in Mexico.

Comparing the World's Pyramids

Most people know about ancient Egyptian pyramids. Constructed of limestone blocks between 2630 and 2250 BC, these vast tombs were built to house Egypt's kings (called pharaohs) in the afterlife. The pyramids' great size and beauty also symbolized the pharaohs' power. The largest pyramid, at Giza, was 481 feet high.

Ancient Egyptians believed that part of the pharaoh's spirit remained with the body, so the body had to be preserved as a mummy. In order for the pharaoh to rule in the afterlife, food and other items were buried in the pyramid with the pharaoh's mummy.

Like the Egyptians, Mesoamericans built pyramids, too. These pyramids were built from rubble covered with stucco. Mexico's tallest pyramid, the Templo Mayor in Mexico City, Mexico, is 217 feet high.

Like Egypt's first pyramid, but unlike later Egyptian pyramids, the Mexican pyramids were step pyramids with flat tops. They were built as bases for temples and ceremonies, not as tombs. Priests climbed the steps and stood at the top to speak. The acoustics of El Castillo at Chichén Itzá in Mexico, built around AD 800, carried a speaker's voice perfectly from the top of the pyramid to the people below. Today, people still visit this and other remarkable pyramids.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **In which way are Mesoamerican and Egyptian pyramids alike?**
   - Ⓐ Both housed the bodies of rulers.
   - Ⓑ Both symbolized the power of rulers.
   - Ⓒ Both have lasted for thousands of years.
   - Ⓓ Both were designed to be climbed from the outside.

2. **How were the two kinds of pyramids different?**
   - Ⓐ Mesoamerican pyramids were much taller.
   - Ⓑ Mesoamerican pyramids were flat on top.
   - Ⓒ Egyptian pyramids were built from rubble.
   - Ⓓ Egyptian pyramids were built for ceremonies.

3. **What difference between the two kinds of pyramids does the passage imply?**
   - Ⓐ Egyptians used only the inside of the pyramid, but Mesoamericans used the outside.
   - Ⓑ Mesoamericans copied other people's pyramids, but Egyptians created their own.
   - Ⓒ Mesoamerican pyramids were built by slaves, but Egyptian pyramids were not.
   - Ⓓ Egyptians honored their dead, but Mesoamericans did not.

4. **Mesoamerican pyramids were similar to Egyptian pyramids in which of these ways?**
   - Ⓐ They both were built of limestone.
   - Ⓑ They both were used to store valuable objects.
   - Ⓒ They both had pointed tops.
   - Ⓓ They both were connected to their culture's religion.

STRATEGY PRACTICE Describe one other thing you know about either the ancient Egyptians or the Mesoamericans.

_____

_____

Name: _____

READ THE PASSAGE Think about the similarities and differences between fruits and vegetables.

A Fruit? A Vegetable? Which Is It?

What's the difference between a fruit and a vegetable? The differences are not as straightforward as you may think. The way you categorize these foods may depend on whether you're a scientist or a chef. For example, most people think of fruits as sweet and vegetables as bitter, bland, or savory. So what would you call a tomato? Tomatoes are often added to foods such as pasta sauce, tacos, and stews, so most of us think of them as vegetables. However, a tomato is really a fruit. What about cucumbers and peas? They're green like many vegetables, and we eat them as side dishes, not on ice cream or cereal! But they're actually fruits, too. So are squash, beans, and nuts.

Botanists, or scientists who study plants, define a fruit as any plant part that can generate a new plant or the seeds of the parent plant. A fruit is formed from the flower of a plant.

Vegetables, on the other hand, are all the other edible parts of a plant—the roots, the stalks, the leaves, and so on. Carrots and beets and potatoes are root vegetables; celery and asparagus are stalks; and leafy vegetables include lettuce, kale, and spinach.

Of course, when we're eating, we don't worry so much about whether our food is a fruit or a vegetable. We mainly focus on flavor. But the debate over fruits and vegetables can get heated. In a famous court case (Nix vs. Hedden) in 1893, the U.S. Supreme Court decided that it is correct for people to call a tomato a vegetable, even though, scientifically speaking, it is a fruit.

So the next time someone tells you to eat your veggies, ask if they really mean fruits instead.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Botanists will probably say that a fruit is different from a vegetable because _____.**
   - Ⓐ a fruit is edible
   - Ⓑ a fruit contains the plant's seeds
   - Ⓒ the U.S. Supreme Court ruled that they are different
   - Ⓓ a fruit is sweeter than a vegetable
2. **How do scientists think about fruits and vegetables differently from most other people?**
   - Ⓐ They care only about the flavor.
   - Ⓑ They focus on how many recipes the plant part can be used in.
   - Ⓒ They think about the job that the plant part does.
   - Ⓓ They pay attention to how the Supreme Court rules on cases about fruits and vegetables.
3. **What is the main similarity between fruits and vegetables?**
   - Ⓐ Both have led to court cases.
   - Ⓑ Both are green.
   - Ⓒ Both are sweet.
   - Ⓓ Both are parts of a plant.
4. **Based on what you can infer from the passage, how are strawberries and walnuts alike?**
   - Ⓐ Both grow from a plant's flowers.
   - Ⓑ Both grow on trees.
   - Ⓒ Both are savory foods.
   - Ⓓ Both are considered vegetables.

STRATEGY PRACTICE On a separate piece of paper, draw a Venn diagram to show the similarities and differences between fruits and vegetables mentioned in the passage.

Name: _____

READ THE PASSAGE Use clues from the passage and your background knowledge to make inferences.

Skipping Through History

Throughout the 1900s, almost everyone knew how to jump, or "skip," rope. And it wasn't just kids on playgrounds chanting silly rhymes. Champion boxers like Sugar Ray Leonard and Muhammad Ali jumped rope to build stamina and develop quick footwork.

The activity of rope-jumping for fun and exercise has most likely been around for thousands of years. Historians believe children in ancient Egypt used vines to skip with. A calendar from the 6th century shows Chinese children skipping rope, and medieval European paintings show children skipping rope on cobblestone streets.

The earliest jump ropers in North America may have been Dutch immigrants, who brought the game Double Dutch with them in the 1600s. In Double Dutch, two turners, or "enders," each hold the ends of two long ropes and turn them in opposite directions as one person jumps between them. When the game was first introduced, girls were not encouraged to participate, partly because they were considered weaker, and exercise was thought of as unfeminine. Also, girls wore long dresses that got in the way.

Once girls did start jumping, however, they really took over, and for a while, it was mainly girls who excelled at the activity. Now, both girls and boys jump rope. Jumping rope has become a worldwide competitive sport in which children and adults compete in both singles and team events.

So, pick up a rope, find a silly rhyme or your favorite song, and start jumping.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **In the mid-1900s, more girls were better able to jump rope probably because they _____.**
   - Ⓐ started making their own ropes
   - Ⓑ could jump on cobblestone streets
   - Ⓒ could wear shorts or pants instead of dresses
   - Ⓓ were considered stronger than boys

2. **Kids chant rhymes as they jump probably because it is fun and it _____.**
   - Ⓐ helps them keep the rhythm going
   - Ⓑ is required in every competition
   - Ⓒ keeps them from feeling tired
   - Ⓓ helps them practice Chinese rhymes

3. **What is the most likely reason that jump rope has stayed popular for so long?**
   - Ⓐ Dutch sailors traveled all over the world.
   - Ⓑ Almost anyone can get a rope.
   - Ⓒ Famous boxers jumped rope.
   - Ⓓ It is very hard to be good at jumping rope.

4. **Readers can infer that the writer of the passage _____.**
   - Ⓐ believes that competition may ruin the fun of jumping rope
   - Ⓑ would like to see more kids jumping rope
   - Ⓒ believes that jumping rope leads to too many injuries
   - Ⓓ believes that the Chinese are the best jump ropers

STRATEGY PRACTICE Explain how your background knowledge about jumping rope helped you understand the passage.

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage to infer information the writer has not directly given.

The Fleet Sets Sail

It was twilight. Yuen was standing on the deck of a large Chinese junk, gazing at the huge fleet of ships around him—300 ships in all, he had been told. Too many to see in the growing darkness, there were supply ships, battleships, horse transports, and many others. Most ships had 9 masts and 12 sails. Many were more than 450 feet long. Since Yuen's junk was near the beginning of the fleet, he had seen Admiral Zheng He sail into the Yellow Sea.

The year was 1403. Thousands of people had lined the Yangzi River to see the armada off that morning. Yuen was only a deckhand, yet he was part of an event unlike anything that had come before it.

Yuen was not yet fully grown. What did he know of the fleet's goals? He knew that this was to be a trading mission. Beyond that? Some said the emperor had directed Zheng He to forge alliances, collect exotic animals, and persuade rulers to pay tribute to China. Others believed the admiral's job was much more than that. They suspected that he had been told to explore civilizations at the ends of the earth, from the most western of the west to the most northern of the north—however far away they might be.

As stars began to appear, Yuen took a bite of pickled fruit. He watched a man take out a strange instrument. The man seemed to be measuring the stars.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What can you infer about China in 1403?**
   - Ⓐ It was a primitive nation.
   - Ⓑ It had an advanced culture.
   - Ⓒ It was a strong but violent nation.
   - Ⓓ It did not need goods from other countries.

2. **How does Yuen probably feel about being part of the fleet?**
   - Ⓐ He finds it dull and uninspiring.
   - Ⓑ He appears angry at being forced to go.
   - Ⓒ He seems fascinated and proud.
   - Ⓓ He is scared and uneasy about what may happen.

3. **What inference can you make about the emperor?**
   - Ⓐ He wants China to be a world leader.
   - Ⓑ He wants to conserve China's resources.
   - Ⓒ He has little interest in the outside world.
   - Ⓓ He has gained power through fighting wars.

4. **What can you infer about Chinese knowledge of the stars in 1403?**
   - Ⓐ The Chinese had little interest in stars.
   - Ⓑ The Chinese used stars to navigate the seas.
   - Ⓒ The Chinese were the first to name the stars.
   - Ⓓ The Chinese worshiped the stars.

STRATEGY PRACTICE Write two facts about ancient China you discovered while reading the passage.

_____

_____

READ THE PASSAGE Look for similarities and differences between handcycling and other sports, and use clues from the passage to make inferences about handcycling.

Handcycling: A Growing Competition Sport

Military veterans Carlos Moleda and Melissa Stockwell aren't the kind of athletes to let any obstacle slow them down. Despite injuries they suffered in combat—Molera was paralyzed from the waist down and Stockwell lost her left leg—both are now world-class competitors in the growing sport of handcycling.

In the 1980s, designers working on a new type of cycle created one that was powered with the muscles in the arms and upper body, not by feet and legs. Soon after, people with mobility challenges used these handcycles for fun, exercise, and to participate in competitive races.

Like wheelchair racing, handcycling takes stamina and strong arms. But while wheelchair racers use their arms to push their wheelchairs' rims, handcyclists turn a crank in front of them. The crank works like the foot pedals on a bicycle. Wheelchair racers also tilt forward in their seats. Handcyclists, on the other hand, are often lying or leaning back on their cycle. However, models are also available for those who are more comfortable sitting or kneeling than reclining.

Rory McCarthy manufactures handcycles in Maine. "A lot of our users are veterans," he says. "These men and women who have been badly injured in Iraq and Afghanistan are incredible people. They aren't going to let their injuries or challenges keep them from doing their very best." Considering how skilled and fit the athletes are at handcycle competitions, McCarthy isn't exaggerating.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which of the following can you infer about Carlos Moleda and Melissa Stockwell?**
   - Ⓐ They both ride handcycles while lying back.
   - Ⓑ They both do wheelchair racing.
   - Ⓒ They both bought handcycles in Maine.
   - Ⓓ They were both injured in a war.

2. **How is handcycling different from riding a regular bicycle?**
   - Ⓐ Handcycles do not have wheels.
   - Ⓑ The wheels are cranked by hand, not by foot.
   - Ⓒ There are competitions for handcyclists.
   - Ⓓ Handcyclists can go a lot faster.

3. **How is wheelchair racing similar to handcycling?**
   - Ⓐ It takes stamina and arm strength.
   - Ⓑ The rider is usually lying down.
   - Ⓒ Riders reach back to make the vehicle go.
   - Ⓓ It started in the 1980s.

4. **What can you infer about injured veterans in handcycling competitions?**
   - Ⓐ They are courageous, resilient people.
   - Ⓑ They have regained the use of their legs.
   - Ⓒ They no longer feel competitive.
   - Ⓓ They feel sorry for themselves.

STRATEGY PRACTICE How is handcycling like other sports you know of?

_____

_____

WEEK

28

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

DAY 1

Review the definitions of *character* and *setting* with students. Say: **A character's traits include not only what the character looks like, but the character's actions, personality, and temperament, as well. The setting is where and when a passage takes place.** Tell students they are going to read about a real musician named Louis Armstrong, who was born and raised in New Orleans. Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **Rereading is a good way to monitor your comprehension and make sure you didn't miss any important information about the characters and setting. As you complete the skill and strategy practice activities, reread parts of the passage to make sure your answers are correct.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers as a group.

DAY 2

Tell students they will practice studying character and setting as they read about the history of judo, a Japanese martial art. Then remind students of the *Visualization* strategy (Week 3). Say: **Make a mental picture of the events you are reading about. This will help you better remember the characters and setting.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the definition of *theme* with students. Say: **The theme of a story is a lesson or moral about the world that the author wants to share. Often the theme is not directly stated in a passage. You must infer the theme based on the events in the passage or by what the author says about the topic. For example, if you read a story about a child who steals a toy and is punished, what do you think the theme might be?** (Stealing is wrong.) **Likewise, if you read an essay in which the writer uses positive words such as *important* and *beautiful* to describe the environment and negative words such as *wrong* and *irresponsible* to describe pollution, what might the theme be?** (The environment is important to protect from pollution.) Then remind students of the *Monitor Comprehension* strategy. Say: **Good readers stay focused on what they read and notice if their minds start to wander. As you read, pay attention to how well you are able to concentrate on the passage and theme.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Inform students they will practice finding the theme of a story by reading a folk tale from India. Say: **Pay attention to what the characters say and do and what happens in the story to help you find the theme.** Then remind students to pay attention to the verbs and concrete nouns in the story to help them visualize the action. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice studying the characters, setting, and theme as they read a letter from a student who visited New Orleans shortly after Hurricane Katrina. Then say: **Rereading is a good way to monitor how well you understood the main points and important details in a piece of writing. After you read the letter once, read the questions in the skill practice activity and the directions for the strategy practice activity. Then reread the letter and look for the information that will help you complete the activities.** Review the answers together after students have completed the skill and strategy practice activities.

READ THE PASSAGE Think about what Louis Armstrong did and the type of person he was.

Satchmo the Great

Louis Armstrong, nicknamed "Satchmo," was born in 1901 in New Orleans. At that time, jazz music was just becoming popular, and the young Armstrong loved the sound of New Orleans jazz. He started playing the cornet, a brass instrument similar to a trumpet. As a teenager, Armstrong spent many hours listening to local musicians play jazz. He started playing in bands himself and became famous locally.

In 1922, Armstrong moved to Chicago and got a job playing the trumpet in Oliver's Creole Jazz Band. Before long, Armstrong was considered one of the greatest trumpet players of all time. He played with many bands, moving from Chicago to New York and back to Chicago. In 1925, he made his first recordings as the leader of his own group, Louis Armstrong and His Hot Five.

In the 1930s, Armstrong toured the United States and Europe. He began acting in movies, too. He stopped playing the New Orleans jazz of his youth and instead played and sang popular songs with well-known big bands. His swing-style trumpet influenced many later jazz horn players. His throaty yet smooth and rhythmic singing style was also influential. He developed a technique of singing called scat, in which the singer sings jazzy, quick-moving melodies with random nonsense syllables instead of words. Supposedly, he invented scat singing when he dropped his sheet music and could not remember the song's words.

Armstrong died in 1971. Today he is remembered not only as a great trumpeter but also as a bandleader, singer, and film star.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **How did growing up in New Orleans influence Louis Armstrong's life?**
   - Ⓐ He learned how to scat sing.
   - Ⓑ He first discovered jazz there.
   - Ⓒ He learned to play the trumpet there.
   - Ⓓ He made several movies there.

2. **What can you tell about Armstrong based on where he played and traveled?**
   - Ⓐ He liked to play with different bands.
   - Ⓑ Throughout his life, he tried to return to New Orleans.
   - Ⓒ He preferred Europe over the United States.
   - Ⓓ He found the most support for his music in the South.

3. **Which word best describes Armstrong?**
   - Ⓐ arrogant
   - Ⓑ unfriendly
   - Ⓒ thoughtful
   - Ⓓ gifted

4. **Which statement best describes Armstrong's achievements?**
   - Ⓐ He toured the United States and Europe, playing the cornet and trumpet.
   - Ⓑ He sang popular songs in the 1930s.
   - Ⓒ He was successful as a trumpeter, bandleader, singer, and actor.
   - Ⓓ He is best known as the founder of Louis Armstrong and His Hot Five.

STRATEGY PRACTICE Reread the passage and then list three of Louis Armstrong's important accomplishments.

_____

_____

READ THE PASSAGE Think about the type of people Kano and Saigo were and what 19th-century Japan was like.

A Heavenly Lord of Judo

The word *judo* means "the way of gentleness" in Japanese. Judo is a Japanese martial art, and its participants use balance, power, and movement—rather than kicking or punching—to overcome their opponents. Judo was created in the 1880s from an earlier martial art called jiujitsu, which is over 500 years old. Jiujitsu was developed as a fighting technique for the warrior class of Japan, but judo focuses more on a code of behavior and a way of living.

Judo was founded by Dr. Jigoro Kano. As a teenager in Japan, Kano was weak and small. He began studying jiujitsu at several schools to improve his strength and confidence. However, Kano thought the jiujitsu schools were unnecessarily violent and rough. So he developed a martial art that was not dangerous to practice and wouldn't needlessly injure people. It built on the idea that a smaller and weaker person could defeat a stronger opponent by using the opponent's own strength against himself or herself.

One of Kano's first students was Shiro Saigo, born in Japan in 1866. Saigo originally wanted to be an army general but was too short to enter the military. He began studying judo with Kano and trained all day, every day. In 1886, Saigo participated in the Tokyo Metropolitan Police Judo vs. Jiujitsu competition. The competition was arranged to determine which sport was superior. In his final match, Saigo was thrown several times by his much larger opponent, yet always landed gracefully on his feet. Finally, he used a special move to throw his opponent, winning the match and the competition.

As a result of this great victory, Saigo became an idol in Japan. He reached the highest level in judo in 1889. Today, he is considered one of the Four Heavenly Lords, the four best early students of judo.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Based on the passage, what was life like in the 1880s Japan for men like Kano and Saigo?**
   - Ⓐ It was a place focused on war and combat.
   - Ⓑ Athletics were valued over all else.
   - Ⓒ It was challenging for the small and weak.
   - Ⓓ There were many business opportunities.

2. **When was the Judo vs. Jiujitsu competition?**
   - Ⓐ in the 1300s
   - Ⓑ in 1866
   - Ⓒ in 1886
   - Ⓓ in 1889

3. **Based on information in the passage, which word best describes Shiro Saigo?**
   - Ⓐ determined
   - Ⓑ arrogant
   - Ⓒ hot-tempered
   - Ⓓ loyal

4. **Saigo's performance in the competition showed that he was _____.**
   - Ⓐ larger than his opponent
   - Ⓑ both agile and strong
   - Ⓒ easily distracted and confused
   - Ⓓ feared by his opponent

STRATEGY PRACTICE Describe how you visualized Saigo's judo match.

_____

_____

Name: _____

READ THE PASSAGE Think about how the writer feels about Doctors Without Borders.

Medicine for Those in Need

Doctors Without Borders is an organization created by doctors and journalists in 1971. It provides medical aid to people in nearly 60 countries who are threatened by violence, epidemics, natural disasters, or lack of health care. Doctors Without Borders has more than 27,000 workers helping people around the world on any given day. The workers often see violence and neglect. Although the organization doesn't take sides in political disputes, it may speak out against the conditions that its workers observe and may try to bring attention to a problem.

Nurse Lenny Krommenhoek works with Doctors Without Borders. Recently, she traveled to a remote area of Chad, a country in Africa, to vaccinate children after a measles outbreak. For five weeks she traveled from village to village. Each morning, she rose at 5 AM, dealt with truck breakdowns on terrible roads, and built vaccination sites at each village. There was barely enough water for drinking and none for washing in the communities she visited. She slept on a mattress on the ground, covered with a mosquito net. One great challenge was keeping the vaccines cold in temperatures that rose as high as 104 degrees. The vaccines had to be kept at about 40 degrees. They were transported every few days from a base camp.

At the end of her time in Chad, Krommenhoek reported that despite the hardships, she was glad to have been part of such a "beautiful" assignment.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The author of the passage most likely believes that Doctors Without Borders _____.**
   - Ⓐ provides valuable medical help to people in need
   - Ⓑ should focus on other parts of the world besides Africa
   - Ⓒ focuses too much on politics and not enough on medicine
   - Ⓓ needs to speak out more against violence

2. **One personal hardship that Lenny Krommenhoek faced was _____.**
   - Ⓐ violence from villagers
   - Ⓑ having to walk to each village
   - Ⓒ a lack of water for washing
   - Ⓓ a lack of edible food

3. **Krommenhoek felt her experience was _____.**
   - Ⓐ frustrating
   - Ⓑ frightening
   - Ⓒ entertaining
   - Ⓓ worthwhile

4. **Which statement is a theme of the passage?**
   - Ⓐ Nurses are as important as doctors.
   - Ⓑ People must speak out against violence.
   - Ⓒ It is rewarding to help others.
   - Ⓓ Doctors are good people.

STRATEGY PRACTICE Explain how you stayed focused on the passage as you read.

_____

_____

Name: _____

READ THE FOLK TALE Look for the lesson or moral in the folk tale.

The Turtle Who Talked Too Much

In India long ago, there was a proud turtle who talked all the time. One afternoon he heard two hunters discussing their plan to catch turtles the next day, and he became very nervous. He thought and thought about how he could save himself.

Then he found two cranes in a nearby pond. He said, "Beautiful birds, you have such graceful wings. And your white feathers are lovelier than fresh-fallen snow. Perhaps you would be willing to use your powerful wings and feathers to help a friend. Hunters plan to catch me tomorrow. If you will agree to hold a stick between your beaks, I can hold on to it with my teeth. Then you can fly away and carry me to a safe place." The cranes, flattered by the turtle's kind words, agreed to the turtle's plan.

When the hunters came back the next day, the birds took up the stick, and the turtle latched on to it with his mouth. The cranes flapped their wings forcefully, carrying him high into the air, just as the turtle had planned. Some people far below caught sight of the birds flying with the turtle and cried out, "What clever birds they are, to figure out how to carry a turtle!"

When he heard that, the turtle could not help shouting out, "It was my idea!" Of course, as soon as he opened his mouth, he let go of the stick and tumbled to the ground.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **What is the turtle's plan?**
   - Ⓐ to be carried away on the cranes' backs
   - Ⓑ to bite a stick that the cranes carry
   - Ⓒ to have the cranes hide him from the hunters
   - Ⓓ to have the cranes frighten the hunters

2. **What does the turtle do to get the cranes to help him?**
   - Ⓐ He warns them that they, too, are in danger.
   - Ⓑ He praises their beauty.
   - Ⓒ He convinces them that his plan was their idea.
   - Ⓓ He says he wants to show them something far away.

3. **What causes the turtle's downfall?**
   - Ⓐ He is jealous that the cranes can fly.
   - Ⓑ He talks all the time.
   - Ⓒ He wants to be recognized for his idea.
   - Ⓓ He thinks he is smarter than the hunters.

4. **Which of these is a theme of this story?**
   - Ⓐ It is impolite to eavesdrop.
   - Ⓑ You must do a job yourself to get it done well.
   - Ⓒ Cranes are more clever than turtles.
   - Ⓓ Pride can lead to one's downfall.

STRATEGY PRACTICE Write the words or phrases from the passage that were the easiest for you to visualize.

_____

_____

READ THE LETTER Think about the theme of the letter and what it tells you about the kind of person Malia is.

One House at a Time

Dear Aunt Keema,

I just got back from New Orleans, and it was a life-changing trip. I have blisters on top of my blisters from hammering and sawing!

The neighborhood where we worked was almost completely destroyed. I couldn't believe how much damage a hurricane could cause. Houses were left in piles of rubble, cars were rusted and ruined, and piles of trash flowed from curbs and yards into the street. It is too easy to see how sad it is for the people who live here.

Our class focused on helping to build a house for the DuLac family. We built it on the foundation of their old house, which was the only part that remained. You know, I've never even hammered a nail before, but now I can put on roof shingles and hang a door like a pro! The whole class worked incredibly hard all week, and the DuLacs worked side by side with us. Mr. DuLac taught us some Cajun folk songs, and Ms. DuLac taught us how to use a level and how to hold a hammer properly. They called each of us "Honey" or "Sweetie," just like we were one huge family.

When we finished, the house was beautiful—simple but very sturdy. No hurricane will knock this house over! Even though it was just one house out of the thousands that need rebuilding, I feel like we've done something important. Leaving was both a happy and sad moment for me. The DuLacs were so grateful. It's funny, but I was grateful, too.

Love,
Malia

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Which word best describes what New Orleans is like when Malia goes there?**
   - Ⓐ welcoming
   - Ⓑ devastated
   - Ⓒ bustling
   - Ⓓ nonproductive

2. **How does Malia feel about the work she did?**
   - Ⓐ ashamed
   - Ⓑ confused
   - Ⓒ embarrassed
   - Ⓓ proud

3. **Why does Malia say she was grateful?**
   - Ⓐ She learned how to build a house.
   - Ⓑ She was able to help someone.
   - Ⓒ She was not in school.
   - Ⓓ She was able to leave New Orleans.

4. **What is the main theme of the letter?**
   - Ⓐ Hurricanes can do a lot of damage.
   - Ⓑ Nature is more destructive than humans are.
   - Ⓒ Even a small effort can make a big difference.
   - Ⓓ It is never too late to learn something new.

STRATEGY PRACTICE Write two sentences from the letter that helped you understand the theme.

_____

_____

WEEK

29

Author's Purpose

Students identify the author's reason for writing about a subject.

Prediction

Students practice using clues from a passage to predict what will happen next.

DAY 1

Review the *Author's Purpose* skill with students. Say: **When we study the author's purpose, we think about the reason why an author wrote a passage. Common purposes include to give information about a topic, to explain how to do something, to entertain with a story, and to persuade people to take action or think a certain way.** Tell students they are going to read an essay about making soup. Then review the *Ask Questions* strategy (Week 6). Say: **Asking questions as you read helps you check if you're understanding the author's purpose and main points.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they will practice finding the author's purpose as they read about the fossil of an important early primate named Ida. Remind students of the common purposes for writing (to inform, to entertain, to teach, and to persuade). Then remind students of the *Make Connections* strategy (Week 2). Say: **Good readers make connections with a text in order to better understand it. As you read the passage, think about what you know about fossils and primates to better understand the text and author's purpose.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Prediction* skill with students. Say: **When you make a prediction, you use clues from the text and your own experience to predict what will happen next.** Tell students they are going to read an Irish folk tale about two feuding giants and a clever woman. Then say: **Think of a question you want to find the answer to. By asking a question before reading, you are setting a purpose that will help you stay focused as you read the folk tale. I want to know who the giants and the clever women are. I will look for the answer as I read.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students they will practice making predictions as they read about two friends, Koji and Kevin. Say: **When making predictions about what might happen next in a story, it is a good idea to pay attention to the things that the characters say and do. Their words and actions can give you clues about what could happen next.** Then remind students of the *Make Connections* strategy. Say: **As you read, make connections with the text and use your prior knowledge to help you predict how each character will act.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills as they read about a unique art program in Philadelphia. Say: **After you read, think of a question you could answer with information from the passage. This will help you check how well you understood what you read.** When students have finished reading, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

Name: _____

READ THE PASSAGE Think about why the author wrote about this topic.

Soup: A Healthy Choice

If you want to make a great, healthy meal, why not start with a soup? The liquid in soup keeps you feeling full for a long time, and you can add many healthy ingredients—not only to make it delicious but to get your vitamins and minerals. Another great thing about soup is that you can use what you already have in your cupboard or refrigerator to make it.

For example, if you have a quart of chicken or vegetable broth, add it to a pot of water for the base. Throw in a few dried herbs, such as dill or bay leaves, as the pot heats up. If you have a small onion and a clove of garlic, peel and add them, too. Then, check the vegetable drawer in your refrigerator. If you find celery or carrots, chop up about a cup of each and toss them in. Green beans, cabbage, and zucchini also work well to add flavor, and you can even use frozen vegetables, such as peas or corn. Next, make your soup extra hearty and high in fiber by adding brown rice or whole-grain pasta. For protein, throw in cooked chicken or canned pinto beans.

Finally, bring the mixture to a boil, and then let it simmer for a while so that the vegetables become tender and the flavors blend together. This usually takes at least 30 minutes. But once it's ready, you'll see that this yummy meal was worth the wait!

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What is the author's main purpose in the passage?**
   - Ⓐ to explain why soup is healthy
   - Ⓑ to entertain with a story about soup
   - Ⓒ to explain how to make a healthy soup
   - Ⓓ to persuade readers that soup is better than other foods

2. **Why does the author include the sentence, "Another great thing about soup is that you can use what you already have…"**
   - Ⓐ to indicate that making soup does not require a lot of planning
   - Ⓑ to indicate that you should keep a well-stocked kitchen
   - Ⓒ to persuade readers to use only ingredients they are familiar with
   - Ⓓ to persuade readers to shop before starting to make soup

3. **Why does the author suggest so many different ingredients?**
   - Ⓐ to help readers make a shopping list
   - Ⓑ to help readers decide what to do first
   - Ⓒ to persuade readers to use as many of them as possible
   - Ⓓ to give readers different options, depending on what foods they have available

4. **Why does the author end the passage with the sentence, "But once it's ready, you'll see that this yummy meal was worth the wait!"**
   - Ⓐ to teach readers that making soup takes a long time
   - Ⓑ to inspire readers to make a healthy soup
   - Ⓒ to help readers understand how to make soup
   - Ⓓ to persuade readers that soup is easy to make

STRATEGY PRACTICE Write a question you thought of while reading the passage. If you found the answer, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Think about the author's purpose for writing the passage.

"Aunt" Ida

In 1983, collectors found a remarkably complete fossil in a slate quarry in Messel, Germany. They removed the fossil and in the process separated it into two large pieces. However, it wasn't until scientists began to study the fossil in 2007 that they realized its importance.

Ida, as the fossilized creature is now called, lived about 47 million years ago, and yet its fossil is so well preserved that scientists can tell what the animal ate for its last meal by looking at its digestive tract. What else makes Ida so important? The fossil gives scientists a look at the kind of primates that lived before anthropoids and prosimians developed into two distinct groups. Anthropoids are the animal group that includes humans and apes, while prosimians are the group that includes small monkeys such as lemurs.

From the fossil, scientists can tell that Ida was about the size of a cat. It had features found today in both anthropoids and prosimians. For example, it had opposable thumbs, like humans do. Ida's skeleton looked like a lemur's but did not have the fused teeth that a lemur has on its lower jaw. The creature also lacked the lemur's claws or thin face. Jens Franzen, a scientist working with the fossil, says that although Ida may not be our great-great-grandmother, she is our great-great-great aunt.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What seems to be the author's purpose in writing the passage?**
   - Ⓐ to explain the ancestry of human beings
   - Ⓑ to inform readers about a scientific find
   - Ⓒ to persuade readers that Ida is a human ancestor
   - Ⓓ to instruct readers about how to analyze fossils

2. **Why does the author include information about how Ida is different from today's lemurs?**
   - Ⓐ to show that Ida is also related to anthropoids
   - Ⓑ to show that Ida is the great-great-grandmother of today's lemurs
   - Ⓒ to show that Ida is a prosimian
   - Ⓓ to show that Ida was bigger and stronger than today's lemurs

3. **Why does the author include information about what kind of thumb Ida has?**
   - Ⓐ to show that her thumb is very large
   - Ⓑ to show that her thumb is like a lemur's
   - Ⓒ to show that her thumb is unique
   - Ⓓ to show that Ida has characteristics similar to humans

4. **Why does the author include Jens Franzen's thoughts at the end of the passage?**
   - Ⓐ to emphasize that Ida is a lemur
   - Ⓑ to prove that Ida is not a relative of humans
   - Ⓒ to emphasize Ida's relationship to humans
   - Ⓓ to prove that Franzen is incorrect

STRATEGY PRACTICE What connection did you make with the information in the text? How did it help you better understand the passage?

_____

_____

_____

Name: _____

READ THE PASSAGE Use clues from the passage and your background knowledge to make predictions.

Oona and Finn McCool

Long ago, on an island near Ireland, a giant named Finn McCool lived with his clever wife Oona. Oona and Finn had a good life except for one problem. An unfriendly giant named Cuhullin lived across the river. Finn had never met this giant, but he feared Cuhullin nonetheless.

One day, Cuhullin challenged Finn to a contest of strength. Finn was a strong giant, but he knew that Cuhullin was stronger still, and Finn was worried. Oona, wanting to help her husband, thought of a plan.

On the day that Cuhullin was to arrive, Oona dressed Finn up like a baby and put him into a giant crib. She also decorated an iron frying pan so that it looked like a frosted cake. Finn shook with fear as he waited for his enemy.

When the giant Cuhullin arrived, Oona told him that Finn was not at home. Then she introduced him to the "baby" Finn. Cuhullin was understandably surprised at the size of the child and wondered how large Finn must be to have a baby that size. Oona asked Cuhullin to get her some water. When he started off to the river with a pail, Oona explained, "Oh, Finn usually carries the house to the water." Cuhullin did his best not to look surprised, but he was not very happy at the idea that Finn was so strong.

Finally, Oona offered Cuhullin the cake. She gave him the frosted frying pan, and when he took a bite, he nearly broke a tooth. "This is as hard as a rock!" said Cuhullin.

"Oh, that's the way Finn likes it. Look, even the baby likes it that way," she said, pointing to Finn in the crib. She had given Finn a real cake, and he ate it happily. Cuhullin, suddenly no longer wanting to meet Finn, started making excuses about needing to go home.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What will Cuhullin probably do next?**
   - Ⓐ He will relax and wait for Finn.
   - Ⓑ He will leave so that he does not meet Finn.
   - Ⓒ He will ask for more cake.
   - Ⓓ He will help Oona get water.
2. **How will Oona likely feel if Cuhullin leaves?**
   - Ⓐ She will be afraid.
   - Ⓑ She will want to trick Finn next.
   - Ⓒ She will think that she is clever.
   - Ⓓ She will think that she is strong.
3. **What will Finn probably do if Cuhullin leaves?**
   - Ⓐ keep pretending to be a baby
   - Ⓑ chase after Cuhullin
   - Ⓒ ask for more cake
   - Ⓓ tell Oona she is clever
4. **Which of these is likely to happen in the future?**
   - Ⓐ Cuhullin will challenge Oona to a contest of strength.
   - Ⓑ Cuhullin will avoid Finn and Oona.
   - Ⓒ Finn and Cuhullin will become friends.
   - Ⓓ Oona and Finn will eat more frosted pans.

STRATEGY PRACTICE Write the question you thought of before you read. If you found the answer, write it, too.

_____

_____

Name: _____

READ THE PASSAGE Make predictions about what will happen next.

Two Friends

One autumn day, two friends, Koji and Kevin, were on their way to school. As they approached their bus stop, Koji saw the bus pull away. "Oh no!" said Koji. "We'll never make it to school before the first bell."

"Oh well," said Kevin, "it's a beautiful day. Let's walk to school. If we run, we might even make it in time."

At lunchtime, both Koji and Kevin realized that they had forgotten to bring their lunches from home. "Oh no!" said Koji. "I'll be starving by the end of the day!"

"Oh well," said Kevin. "I think that if we ask some of our friends, we'll be able to borrow enough money."

After lunch, the two boys had math class together, and Mrs. Miller announced that she was giving them a pop quiz.

"Oh no!" said Koji. "I hate quizzes!"

"We'll do fine," said Kevin. "We didn't have any problems when we worked on our math homework together earlier this week."

Just then, the fire alarm sounded. Although the principal quickly announced through the loudspeakers that it was a fire drill and not a real fire, everyone had to leave their belongings and go outside.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **How will Koji most likely react to the fire drill?**
   - Ⓐ He will complain about it to the principal.
   - Ⓑ He will insist on staying inside.
   - Ⓒ He will be relaxed and calm.
   - Ⓓ He will be upset and frustrated.
2. **Which of these seems unlikely to happen?**
   - Ⓐ Kevin will have a good day despite all the challenges.
   - Ⓑ Koji will have a hard day despite the fact that nothing too serious happened.
   - Ⓒ Kevin will become frustrated and angry about unexpected events during the day.
   - Ⓓ Koji and Kevin will continue to talk about what happens to them.
3. **How would you predict that Koji and Kevin will react to other surprise events in the future?**
   - Ⓐ Koji will be optimistic, and Kevin will be pessimistic.
   - Ⓑ Koji will be pessimistic, and Kevin will be optimistic.
   - Ⓒ Koji will be realistic, and Kevin will be a dreamer.
   - Ⓓ Koji will be a dreamer, and Kevin will be realistic.
4. **How will Kevin most likely react to the fire drill?**
   - Ⓐ He will calmly walk outside with Koji.
   - Ⓑ He will be annoyed by the interruption.
   - Ⓒ He will insist on going home.
   - Ⓓ He will be angry at missing the quiz.

STRATEGY PRACTICE How are Koji and Kevin like people you know?

_____

_____

_____

READ THE PASSAGE Think about why the author wrote the passage, and make predictions about what will likely happen next.

The Mural Arts Program of Philadelphia

More than twenty-five years ago, Philadelphia started a program to combat graffiti on public buildings. Instead of illegally "tagging" buildings, graffiti artists were given the chance to make murals on building walls in their communities. Now, more than 3,000 murals have been created through the program, which has taken off in neighborhoods across the city.

First known as the Philadelphia Anti-Graffiti Network, the program was renamed the Mural Arts Program in 1996. In 2001, it became part of the city's human services department. Since then, the program has worked with young people who are in detention centers or homeless shelters, or who are in other difficult situations. The program has also helped teach high school students how to make murals and provides after-school and summer arts education activities.

When Charles, Prince of Wales, and his wife, Camilla, the Duchess of York, visited Philadelphia, they took part in an arts activity through the Mural Arts Program. Famous artists such as Kent Twitchell and Sidney Goodman have painted murals for the program. So have at-risk youth and prison inmates. Philadelphia was given the name City of Murals in honor of the program's work. Visitors can tour the murals with a tour guide or take a self-guided tour using a map from the program's Web site: http://www.muralarts.org.

SKILL PRACTICE Fill in the bubble next to the correct answer for each question.

1. **What is the author's purpose in the passage?**
   - Ⓐ to entertain readers with a light story
   - Ⓑ to inform readers about a successful program
   - Ⓒ to instruct readers on how to join a mural program
   - Ⓓ to persuade readers to start mural arts programs

2. **Why does the author include a Web site address at the end of the passage?**
   - Ⓐ to help readers find information about where the murals are located in the city
   - Ⓑ to persuade readers to visit Philadelphia
   - Ⓒ to lead readers to further information about how the program is funded
   - Ⓓ to entertain readers with a slideshow of completed murals

3. **Based on the program's performance so far, which of these is most likely to happen?**
   - Ⓐ The program will only be offered to well-known artists.
   - Ⓑ The program will end because of lack of interest.
   - Ⓒ There will be an increase in graffiti tagging in Philadelphia.
   - Ⓓ People in Philadelphia will make more murals.

4. **Based on the number of murals completed in 25 years, which prediction seems most likely?**
   - Ⓐ Artists will not be able to find any more walls to paint on.
   - Ⓑ The program will produce about 1,000 murals each year.
   - Ⓒ The program will produce hundreds of murals in the next decade.
   - Ⓓ The program will end.

STRATEGY PRACTICE Write a question about information from the passage. Then ask a partner to answer it.

_____

WEEK

30

Nonfiction Text Features

Students practice identifying and comprehending common features of nonfiction text.

Visual Information

Students examine and evaluate information that is depicted visually.

DAY 1

Review the *Nonfiction Text Features* skill with students. Say: **Certain text features make reading nonfiction easier by helping you identify how the text is organized or where information can be found.** Tell students they are going to read about ancient Greek forms of entertainment. Point out the subheads and then remind students of the *Determine Important Information* strategy (Week 5). Say: **Good readers set a purpose for reading. Setting a purpose helps you determine what information to look for as you read. Subheads can help you find the information.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Tell students they will practice reading nonfiction text features as they read about Newton's three laws of motion. Explain that Isaac Newton was a famous mathematician and philosopher who lived during the late 1600s and early 1700s and is credited for helping shape the field of physics. Remind students of the *Organization* strategy (Week 4). Say: **Writers often organize their ideas in ways that help readers understand the topic. As you read, pay attention to how the author has organized the text features such as subheadings and captions to help you understand the organization.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the definition of *visual information* with students. Say: **Sometimes presenting information in words is less effective than using visual aids, such as graphs, charts, diagrams, maps, and so on. For example, a diagram is helpful for showing what something looks like and where its parts are. Using a diagram is often clearer than trying to use words to describe the different parts.** Inform students they will study a diagram of a ship called a brig. Then remind students of the *Determine Important Information* strategy. Say: **Sometimes when you look at a diagram, you can be overwhelmed by what you see because there may not be a clear place to start reading. To give yourself a starting point, think about your purpose for reading and look for the information that is most important based on that purpose. For example, as you study the diagram of the ship, look for parts that help you understand why pirates used this type of ship.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students they will practice using visual information as they read about Central American cultures prior to the arrival of European explorers and settlers. Remind students of the *Organization* strategy. Say: **Writers often put words and visual aids together to help you understand more about a topic. As you read the descriptions of the different cultures, think about how their arrangement around the map and timeline makes the information easier to understand.** When students have finished reading, direct them to complete the skill and strategy practice activities.

DAY 5

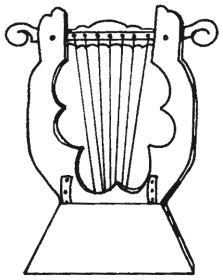
Tell students they will practice interpreting nonfiction text features and visual information as they read a brochure for a unique vacation experience. Say: **Brochures use text and visual information to tell you about a product or service that is being offered. Good readers look carefully at a brochure and think about the purpose of each piece of information.** When students have finished reading, direct them to complete the skill and strategy activities. Review the answers together.

Name: _____

READ THE PASSAGE Pay attention to the nonfiction text features.

Having Fun in Ancient Greece

Just as we do today, the ancient Greeks had various ways of amusing themselves. They played games, held sporting events, attended theatrical performances, and listened to music and poetry. Here are some of the forms of entertainment that the Greeks enjoyed.



Music and Poetry: Poetry was recited in public places. It was often accompanied by music. Performers called *rhapsodies* (RAP-suh-deez) memorized and performed long poems such as *The Odyssey* by Homer. Although we don't know what Greek music sounded like, we know ancient Greeks used drums, pipes, and stringed instruments.

Toys: In wealthier families, young children played with games and toys just as young children do today. Yo-yos, clay dolls, and wooden horses with wheels were popular among Greek boys and girls.

Games: This painting from an ancient Greek vase shows two warriors playing a board game. The Egyptians played a game called Senet. Might these Greek warriors have been playing Senet, or could it have been chess?

Theater: The ancient Greeks loved the theater. Actors dressed in costumes, and many wore masks. Sometimes actors appeared as birds or other animals.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **Under which subheading would an illustration of a chessboard and pieces be shown?**
   - Ⓐ Music and Poetry
   - Ⓑ Toys
   - Ⓒ Games
   - Ⓓ Theater

2. **What does the information in the parentheses help you pronounce?**
   - Ⓐ the name of Greek poems
   - Ⓑ the name of Greek performers
   - Ⓒ the name of Greek instruments
   - Ⓓ the name of Greek writers

3. **What information can you find in the section under "Toys"?**
   - Ⓐ toys used in ancient Greece
   - Ⓑ when the yo-yo was invented
   - Ⓒ how ancient Greek toys remained popular
   - Ⓓ what ancient Greek dolls were like

4. **The illustration on the vase shows _____.**
   - Ⓐ how to play Senet
   - Ⓑ the differences between Senet and chess
   - Ⓒ how warriors might have looked
   - Ⓓ how vase makers looked

STRATEGY PRACTICE State one important fact or idea that you learned from the passage.

_____

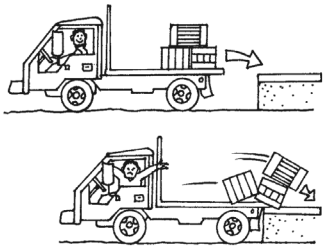
_____

READ THE PASSAGE Pay attention to how the writer has organized the information.

Newton's Laws of Motion

Have you ever heard of Newton's Laws of Motion? These three laws, or principles, explain how things move.

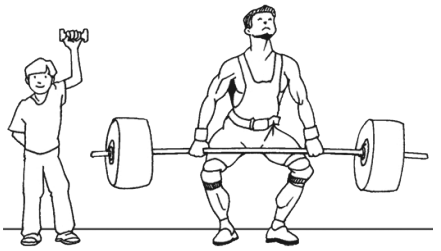
Law 1: An object at rest stays at rest. A moving object keeps moving. Objects continue doing what they're doing unless a stronger force acts on them.



Here, the stronger force is the wall. It stops the truck but not the boxes, so they keep moving backward.

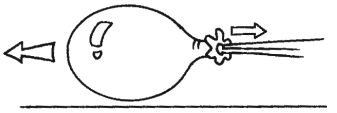
Law 2: It takes more force to move a heavy object than to move a lighter object. Newton came up with a scientific formula to explain this:

Force = **M**ass x **A**cceleration.



Large weights with a lot of mass require more force to lift than smaller, lighter weights do.

Law 3: For every force, there is an equal reaction in the opposite direction.



Air from an untied balloon rushes out in one direction. As the air escapes, it pushes the balloon in the opposite direction.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The drawing for Law 1 shows that the _____.**
   - Ⓐ boxes are a stronger force than the truck
   - Ⓑ truck stays at rest, but the boxes do not
   - Ⓒ wall acts on the truck but not the boxes
   - Ⓓ wall and truck keep moving, but the boxes stay at rest

2. **How do the captions help you understand the drawings?**
   - Ⓐ They label parts of the drawings.
   - Ⓑ They tell why the law could be wrong.
   - Ⓒ They provide the scientific explanation of Newton's laws.
   - Ⓓ They explain what is happening in the drawing.

3. **Which is *not* a way that the drawings help you understand Newton's Laws of Motion?**
   - Ⓐ They give an example of each law in action.
   - Ⓑ They help you see how the laws work.
   - Ⓒ They provide the scientific formula for each of Newton's laws.
   - Ⓓ They provide real-life examples of the laws at work.

4. **The drawings and caption for Law 2 are designed to help you understand that _____.**
   - Ⓐ adults are stronger than children
   - Ⓑ more force is required to move an object that has greater mass
   - Ⓒ the larger an object's size, the greater its mass
   - Ⓓ objects move more quickly when pulled by a string or chain

STRATEGY PRACTICE Explain how the columns used to organize the text helped you understand the information.

_____

_____

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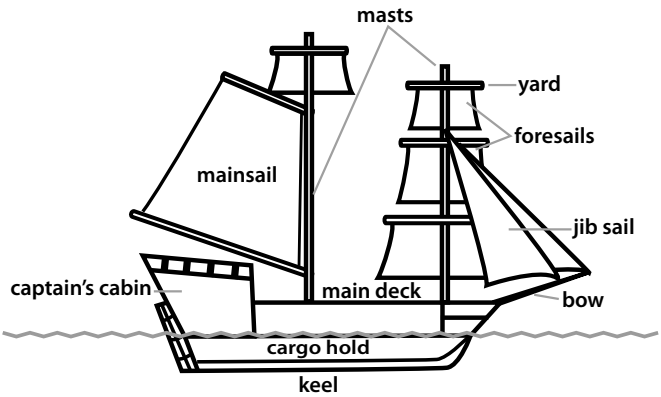
Name: _____

READ THE PASSAGE Read the passage and study the diagram to learn about ships called brigantines.

The Brigantine

People have always been fascinated by pirates. The sailing ships on which pirates traveled the seas long ago were magnificent boats. This diagram shows one common type of ship they used, called the brigantine, or brig. Many pirates in the 1700s preferred the brig because it was light and fast. It also had a large cargo hold for plenty of pirates' loot!



A brig is a "square-rigged" sailing ship, which means that the primary sails are at right angles to the length of the ship. They hang from strong horizontal poles called yards, which are at right angles to the mast.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The main purpose of the passage is to _____.**
   - Ⓐ interest readers in modern-day pirates
   - Ⓑ teach important nautical terms
   - Ⓒ describe a type of pirate ship and identify its parts
   - Ⓓ stop readers from identifying pirates as heroes
2. **In the diagram, a yard is _____.**
   - Ⓐ a place where brigs are kept
   - Ⓑ a pole from which a sail is hung
   - Ⓒ one of several sleeping quarters for the crew
   - Ⓓ a unit of measurement for the size of a sail
3. **On a brig, the captain's cabin is _____.**
   - Ⓐ near the rear of the ship
   - Ⓑ just behind the bow
   - Ⓒ entirely below the main deck
   - Ⓓ just beneath the foresail
4. **According to the passage and diagram, a mast must be a _____.**
   - Ⓐ type of sail
   - Ⓑ type of boat
   - Ⓒ famous pirate
   - Ⓓ part of the ship

STRATEGY PRACTICE How would you describe a brigantine to someone who had never seen or heard of one before?

_____

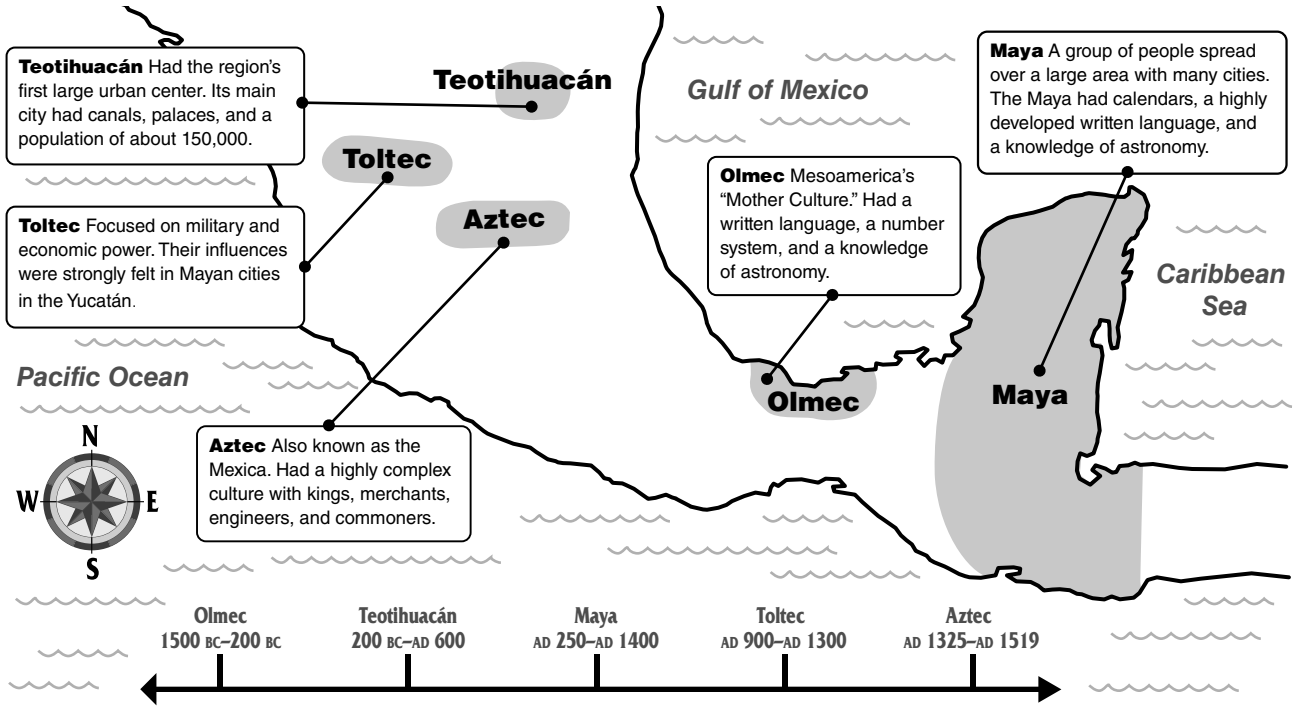
_____

Name: _____

READ THE PASSAGE Read slowly and pause after each paragraph.

Mesoamerica Before the Spanish

Long before the Spanish invaded Central America, a number of civilizations existed in the area now known as Mesoamerica. The map and timeline below provide dates and locations of a few of these extraordinary cultures.



SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. The purpose of the timeline is to show _____.
   - Ⓐ when each civilization lived
   - Ⓑ the Mayan calendar
   - Ⓒ where each civilization lived
   - Ⓓ the population of each civilization

2. Which two cultures did *not* exist at the same time?
   - Ⓐ the Teotihuacán and the Maya
   - Ⓑ the Toltec and the Olmec
   - Ⓒ the Toltec and the Maya
   - Ⓓ the Aztec and the Maya

3. Which culture extended the farthest south?
   - Ⓐ the Maya
   - Ⓑ the Olmec
   - Ⓒ the Teotihuacán
   - Ⓓ the Aztec

4. What information can be found on the map?
   - Ⓐ the boundaries of modern-day Mexico
   - Ⓑ where the Spanish landed in 1519
   - Ⓒ where each pre-1519 culture was located
   - Ⓓ which countries the Spanish conquered

STRATEGY PRACTICE How are the map and timeline connected?

_____

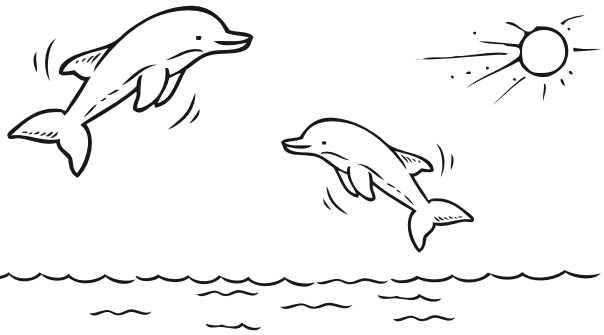
_____

READ THE BROCHURE Look carefully at the text features and visual information.

The Experience of a Lifetime!

Swim with the dolphins in our private saltwater lagoon at Punta Roo, Mexico.

- Experienced and knowledgeable trainers
- Relaxed, up-close interaction with dolphins
- Sessions every half-hour from 8:30 a.m. to 5:30 p.m. year-round
- Free transportation from your hotel to Punta Roo



Session	Duration	Price
Dolphin Swim	½ hour	$115**
Extended Dolphin Swim	1 hour	$169**

Lockers, towels, goggles, and bilingual trainers are included. Photos/DVDs are extra.

www.dolphinadventurepuntaroo.com

**Make your reservation online and get a 10% discount.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

1. **The main purpose of the brochure is to _____.**
   - Ⓐ advertise a tourist activity
   - Ⓑ describe what it is like to swim with dolphins
   - Ⓒ teach how to swim with dolphins
   - Ⓓ entertain with a story about dolphins

2. **What is the purpose of the note below the chart?**
   - Ⓐ to describe what to bring to the swim session
   - Ⓑ to show that the prices may change
   - Ⓒ to give more information about what is included in the price
   - Ⓓ to explain that there is a different price for kids

3. **Which one is *not* included in the prices shown in the chart?**
   - Ⓐ bilingual trainers
   - Ⓑ towels
   - Ⓒ transportation from your hotel
   - Ⓓ photos of your adventure

4. **What information can you learn from the asterisks?**
   - Ⓐ what you get for each session
   - Ⓑ how to get a lower price
   - Ⓒ how to order a session
   - Ⓓ where each session takes place

STRATEGY PRACTICE What is something from the brochure that parents would want to know?

_____

_____

Answer Key

WEEK 1

DAY 1
Sample answer: Ancient Egyptians performed autopsies to learn causes of death and to compare body parts of different people.
1. C 2. C 3. A 4. D

DAY 2
Sample answer: I didn't know who the Beatles are, but I reread that paragraph and understood that they are a classic rock group.
1. D 2. A 3. A 4. C

DAY 3
Sample answer: I read that a pyramid had four sides and stairs, so I figured out it was a type of building.
1. B 2. C 3. A 4. C

DAY 4
Sample answer: I understood the writer's main points because I read each subhead carefully and read the paragraphs slowly.
1. A 2. D 3. B 4. C

DAY 5
Sample answer: The Colossus of Rhodes was almost twice as big as other giant statues of the time. An earthquake destroyed the statue in 224 BC.
1. C 2. D 3. A 4. B

WEEK 2

DAY 1
Answers will vary but should show a connection to details or themes from the passage.
1. C 2. D 3. A 4. A

DAY 2
Sample answer: If no one did jobs like Jeff Biggs's job, then the world would be dirty and people would get sick.
1. B 2. A 3. C 4. D

DAY 3
Sample answer: People act in similar ways. Some people get scared and some people try to help.
1. D 2. B 3. C 4. A

DAY 4
Answers will vary but should have a thematic connection to the passage or to its elements, such as talking animals, a moral, etc.
1. D 2. C 3. A 4. B

DAY 5
Answers will vary but should connect to themes or situations involving people protesting unfair treatment or prices.
1. C 2. A 3. A 4. D

WEEK 3

DAY 1
Answers will vary but should include descriptions.
1. B 2. A 3. C 4. D

DAY 2
Answers will vary but should include nouns from the passage.
1. C 2. C 3. A 4. B

DAY 3
Sketch should include: Sarita and Celia looking the same, with Sarita in a wheelchair.
1. C 2. B 3. A 4. D

DAY 4
Answers will vary but should include underlined verbs and boxes around adjectives.
1. C 2. B 3. D 4. C

DAY 5
Sample response: I visualized the stories of people who survived the tsunami.
1. B 2. A 3. D 4. C

WEEK 4

DAY 1
Sample answer: Dates help the reader understand when things happened. It helps keep track of the sequence of events.
1. C 2. A 3. D 4. C

DAY 2
Sample answer: The author states a main idea and then tells more about that idea.
1. B 2. D 3. B 4. D

DAY 3
Students should underline "As a result," "Because," and "effect."
1. A 2. B 3. C 4. B

DAY 4
Sample answer: By giving examples that go backward in time, the author shows that a garden in the White House has a long tradition.
1. D 2. A 3. C 4. B

DAY 5
Sample answer: If I knew what part each boy received at the beginning of the story, there would be less suspense and less desire for me to read it.
1. C 2. B 3. D 4. A

WEEK 5

DAY 1
Sample answer: The Sport Pod is a sports Web site. This page tells the features of the Sport Pod and tries to get people to sign up.
1. D 2. C 3. A 4. A

DAY 2
Sample answer: The graph shows that the number of Internet users is increasing.
1. D 2. B 3. C 4. A

DAY 3
Sample answer: A person who was interested in studying the planets would use this book.
1. B 2. A 3. B 4. C

DAY 4
Sample answer: I would use the part of Dr. Science's answer that referred to the sleep study in Australia.
1. D 2. A 3. A 4. C

DAY 5
Sample answer: Some actors have bigger or more important roles than others.
1. A 2. D 3. B 4. B

WEEK 6

DAY 1
Questions will vary but should refer to information from the passage.
1. B 2. C 3. A 4. D

DAY 2
Questions will vary but should refer to information from the passage.
1. B 2. A 3. C 4. D

DAY 3
Questions will vary but should refer to information from the passage.
1. B 2. C 3. D 4. A

DAY 4
Questions will vary but should refer to information from the passage.
1. C 2. D 3. A 4. B

DAY 5
Questions will vary but should refer to information from the passage.
1. B 2. A 3. D 4. B

WEEK 7

DAY 1
1. D 2. A 3. A 4. B

Sample summary: Prometheus, a Titan from ancient Greek mythology, wanted to help humans. He disobeyed Zeus and gave humans fire. As a punishment, Zeus chained Prometheus to a mountain and sent an eagle to eat his liver, which regrew daily. Heracles later freed Prometheus.

DAY 2
1. B 2. C 3. A 4. B

Answers will vary but should include vivid language from the passage.

DAY 3
1. C 2. A 3. D 4. C

1. Algae disappears.
2. There is less oxygen in the pond.
3. Tiny organisms starve.
4. Fish starve.
5. Plants die.
6. Humans would feel the impact.

DAY 4
1. C 2. A 3. C 4. B

Responses will vary.

DAY 5
1. B 2. C 3. B 4. D

Sample answer: Gandhi protested the salt tax imposed by the British.

WEEK 8

DAY 1
1. D 2. B 3. A 4. D

Sample sentence: Sagebrush provides shelter for animals and keeps out invasive plant species such as cheat grass.

DAY 2
1. B 2. B 3. C 4. A

Questions will vary.

DAY 3
1. A 2. D 3. B 4. C

Students should reference information from the second paragraph of the passage.

DAY 4
1. A 2. B 3. D 4. C

Questions will vary.

DAY 5
1. C 2. A 3. C 4. B

1st paragraph, last sentence; 2nd paragraph, 1st sentence; 3rd paragraph, 1st and 2nd sentences

WEEK 9

DAY 1
1. C 2. A 3. B 4. B

Responses will vary.

DAY 2
1. C 2. B 3. A 4. B

Sample answer: The accounts are organized sequentially. This makes it easier to compare the events because you can compare each event in order.

DAY 3
1. B 2. A 3. B 4. D

Responses will vary.

DAY 4
1. C 2. A 3. D 4. A

Sample answer: The article is organized by cause and effect. It tells the effects of wolves' absence and presence in Yellowstone National Park.

DAY 5
1. B 2. D 3. C 4. C

Sample answer: Voting was important to Hamer because it gave people a voice in deciding how people were treated and the laws that were passed.

WEEK 10

DAY 1
1. D 2. A 3. C 4. B

Sample answer: Mortenson became concerned about others. He saw the need that people had in poor countries such as Pakistan.

DAY 2
1. C 2. A 3. B 4. C

Responses will vary.

DAY 3
1. B 2. A 3. A 4. B

Sample answer: The stonecutter wouldn't have learned the lesson to be happy with what you have.

DAY 4
1. B 2. A 3. D 4. B

Descriptions should include details from the passage.

DAY 5
1. C 2. B 3. D 4. B

Students should reference information that points to Greenberg's abilities or accomplishments at a young age.

WEEK 11

DAY 1
1. C 2. C 3. B 4. D

Questions will vary.

DAY 2
1. C 2. D 3. A 4. D

Sample answer: People want to conserve water because of long periods of drought. Opinions will vary.

DAY 3
1. C 2. D 3. D 4. B

Questions will vary.

DAY 4
1. B 2. D 3. B 4. A

Sample answer: Condors remind me of eagles because they are endangered and people want to protect them.

DAY 5
1. B 2. C 3. A 4. A

Questions will vary.

WEEK 12

DAY 1
1. C 2. C 3. A 4. A

Sample answer: It describes the instrument.

DAY 2
1. B 2. D 3. A 4. B

Sample answer: Each part of the book contains chapters that are related to one another.

DAY 3
1. A 2. D 3. C 4. B

Sample answer: The shape of a population pyramid tells you whether the population is increasing or decreasing.

DAY 4
1. B 2. D 3. D 4. A

Sample response: The languages are divided into how many countries each one is spoken in.

DAY 5
1. B 2. D 3. A 4. B

Sample response: The pupil becomes bigger in dark places and smaller in bright places. Light rays pass through the pupil.

WEEK 13

DAY 1
1. B 2. D 3. A 4. A

Paragraph 1: But most jellyfish... world.

Paragraph 2: The tentacles can dangle... cells.

Paragraph 3: Australians have developed... stings.

DAY 2
1. C 2. B 3. A 4. D

Answers will vary but should include vivid language from the passage.

DAY 3
1. C 2. A 3. B 4. A

Responses should be information from the passage.

DAY 4
1. B 2. A 3. D 4. B

Responses will vary.

DAY 5
1. B 2. A 3. C 4. B

Sample answer: It was evident to the scientists that the fossils were not together by chance. The young of other similar dinosaurs have been proven to live in herds.

WEEK 14

DAY 1
1. C 2. B 3. D 4. A

Sample answer: It is most important to know that you have to change the chemical composition of the odor molecules to get rid of skunk odor.

DAY 2
1. D 2. A 3. B 4. C

Questions will vary.

DAY 3
1. B 2. B 3. D 4. D

Sample answer: Fingerprints are a good example of small environmental differences having effects on people. They are a good example because twins' fingerprints are different.

DAY 4
1. C 2. B 3. D 4. B

Questions will vary.

DAY 5
1. C 2. B 3. D 4. A

Sample answer:

1. that mosquitoes use color to decide where they land, which means they use sight;
2. that mosquitoes are attracted to the scents of certain chemicals, which means they use their sense of smell

WEEK 15

DAY 1
1. D 2. B 3. D 4. C

Responses will vary.

DAY 2
1. A 2. D 3. B 4. C

Sample response: "Shaped like a cone with a crater… eruptions." This is important to remember because it tells you what a stratovolcano is.

DAY 3
1. C 2. B 3. D 4. A

Responses will vary.

DAY 4
1. B 2. C 3. C 4. D

Responses will vary.

DAY 5
1. C 2. A 3. B 4. D

Responses will vary.

WEEK 16

DAY 1
1. B 2. A 3. C 4. C

Sample answer: Shakira is thoughtful, wonders what she did wrong, evaluates her friendship with Eva and Willa, and recognizes Mattie's kindness. Mattie is kind, independent, and does not care what others think of her.

DAY 2
1. B 2. D 3. A 4. B

Responses should include details from the passage.

DAY 3
1. B 2. C 3. C 4. A

Sample answer: "Iain Douglas-Hamilton... attention." "Because of his efforts...trading." "Hamilton founded... Elephants." "Hamilton and Save... levels."

DAY 4
1. B 2. A 3. C 4. B

Responses should include details listed in the passage.

DAY 5
1. B 2. C 3. D 4. C

Sample answer: At first Shawn is competitive and cold to Neela, but then he realizes Neela is talented and that they can help each other by working together.

WEEK 17

DAY 1
1. B 2. C 3. A 4. D

Sample question: How did scientists study the effects of music on mood?

DAY 2
1. B 2. A 3. D 4. C

Sample answer: I know that climate change is affecting animals today, so I understand the effects on animals described in the passage.

DAY 3
1. B 2. C 3. A 4. D

Sample question: How did scientists examine King Tut the second time?

DAY 4
1. C 2. A 3. C 4. D

Responses will vary.

DAY 5
1. A 2. C 3. D 4. B

Questions will vary.

WEEK 18

DAY 1
1. C 2. D 3. B 4. A

Sample answer: The information would be important for people who want to include facts in a presentation about one of the rivers mentioned.

DAY 2
1. A 2. D 3. B 4. B

Sample answer: They are about strange weather.

DAY 3
1. C 2. B 3. A 4. D

Sample answer: The arrows helped me understand which ways the boundaries move.

DAY 4
1. B 2. C 3. B 4. D

Sample answer: Only the ticket tells where the person who bought the ticket will sit.

DAY 5
1. C 2. B 3. A 4. B

Sample answer: to help people who are building their own shoebox guitars better understand what to do.

WEEK 19

DAY 1
1. C 2. B 3. C 4. B

Sample answer: Dog intelligence is not related to the work a breed is used for. Border collies are the most intelligent dogs because they are good at doing work and following commands.

DAY 2
1. B 2. D 3. D 4. C

Responses will vary.

DAY 3
1. B 2. A 3. A 4. D

1. In early spring, maple trees...
2. Next, the sap runs into a tank...
3. There, the sap is boiled...
4. Finally, the syrup is filtered.

DAY 4
1. B 2. D 3. C 4. A

Responses will vary.

DAY 5
1. B 2. C 3. A 4. B

Sample answer: The gurus first decide on a concept. They find the right ingredients. They mix and taste the ingredients. Each guru has helped develop and name more than 60 flavors.

WEEK 20

DAY 1
1. D 2. B 3. B 4. B

Sample answer: The masks had exaggerated features to help the audience see the expressions better. Actors could use different masks to show when they were playing different characters.

DAY 2
1. B 2. D 3. D 4. B

Responses will vary.

DAY 3
1. B 2. D 3. C 4. A

Sample answer: Paige was inducted into the Baseball Hall of Fame in 1971.

DAY 4
1. B 2. A 3. D 4. C

Sample question: What are the Olmec heads made from, and what do they look like?

DAY 5
1. B 2. B 3. D 4. C

Sample answer: You should look at a picture of poison ivy to know what to avoid.

WEEK 21

DAY 1
1. C 2. D 3. D 4. B

Responses will vary.

DAY 2
1. B 2. A 3. C 4. D

Sample answer: Each speaker's name is boldfaced.

DAY 3
1. B 2. D 3. A 4. B

Responses will vary.

DAY 4
1. D 2. D 3. C 4. A

Sample answer: The information is organized so that you learn about the park first, the history of the name second, and what to expect when you visit third.

DAY 5
1. B 2. B 3. B 4. D

Responses will vary.

WEEK 22

DAY 1
1. A 2. D 3. A 4. C

Sample answer: "he is not like most other kayakers," "He is an extreme kakayer," "he flipped his kayak upside down and dropped at a speed of 70 miles per hour"

DAY 2
1. B 2. A 3. D 4. A

Sample answer: I picture the boys in good physical shape but looking ragged and unhappy.

DAY 3
1. B 2. C 3. A 4. B

Responses will vary.

DAY 4
1. C 2. C 3. C 4. A

Sample answers: pregnant cows; surgery on a sick bull; smaller animals, including dogs, cats, ferrets, and hamsters.

DAY 5
1. D 2. C 3. A 4. B

Notes will vary.

WEEK 23

DAY 1
1. A 2. C 3. A 4. B

Questions will vary.

DAY 2
1. C 2. D 3. D 4. A

Responses will vary.

DAY 3
1. D 2. C 3. A 4. B

Questions will vary.

DAY 4
1. B 2. C 3. C 4. A

Responses will vary.

DAY 5
1. B 2. B 3. D 4. A

Questions will vary.

WEEK 24

DAY 1
1. A 2. C 3. A 4. D

Sample answer: The book list gives someone good resources to start researching his or her report.

DAY 2
1. D 2. D 3. B 4. B

Sample answer: The way most recipes are organized makes the most sense if you are trying to cook something.

DAY 3
1. D 2. A 3. D 4. A

Sample answers: the temperature of the water; where Cox got into the water and out of the water; etc.

DAY 4
1. A 2. B 3. B 4. C

Sample answer: A graph shows changes over time and compares numbers, whereas a list just lists the information.

DAY 5
1. B 2. B 3. A 4. C

Sample answer: You would want to know what is included with the rental.

WEEK 25

DAY 1
1. C 2. D 3. A 4. B

Sample answer: Atlantis may have been on Santori because the people who lived there were said to be scientifically advanced.

DAY 2
1. D 2. C 3. A 4. C

Responses will vary but should include details mentioned in the passage.

DAY 3
1. B 2. C 3. A 4. D

Sample answer: In 1933, Cousteau joined the navy. In 1942, he invented the Aqua-Lung. After the war, Cousteau worked on the Calypso. In 1960, he stopped people from dumping waste into the Mediterranean Sea. He had a television show from 1968 to 1976. Cousteau died in 1997.

DAY 4
1. B 2. A 3. D 4. A

Sample answers: collided, huge crater, waves thousands of feet high, scorched and leveled

DAY 5
1. C 2. B 3. A 4. B

Sample answer: Leeches were first believed to cure illness by sucking blood. Eventually, people stopped using leeches in medicine. But today leeches are used to keep veins open and to keep blood from clotting.

WEEK 26

DAY 1
1. D 2. C 3. B 4. C

Sample answer: Text messaging can help teens stay in touch with their parents, but too much texting can make it difficult for adolescents to stop relying on their parents for everything.

DAY 2
1. B 2. A 3. B 4. D

Questions will vary.

DAY 3
1. C 2. B 3. D 4. A

Students should underline information found in the second paragraph of the passage.

DAY 4
1. D 2. C 3. A 4. B

Sample question: Why do people want dog parks?

DAY 5
1. C 2. B 3. D 4. B

Sample answer: The trainers must carefully match dogs with people. Compatibility judgments are based on strength, pace, personality, and home environment.

WEEK 27

DAY 1
1. C 2. B 3. A 4. D

Responses will vary.

DAY 2
1. B 2. C 3. D 4. A

Sample answer: Similarities: Both come from plants. Both are healthy.
Differences: Fruits have seeds. Vegetables are usually not as sweet as fruits.

DAY 3
1. C 2. A 3. B 4. B

Sample answer: Because I have jumped rope before, it was easy for me to visualize some of the information in the passage.

DAY 4
1. B 2. C 3. A 4. B

Sample answer: 1. China had an armada in 1403. Chinese ships had 9 masts and 12 sails.

DAY 5
1. D 2. B 3. A 4. A

Sample response: Handcycling is like bike racing because the vehicles are both similar. It is also like wheelchair basketball because the participants of both are physically disabled.

WEEK 28

DAY 1
1. B 2. A 3. D 4. C

Sample answer: 1. He influenced horn players. 2. He invented scat. 3. He led his own band.

DAY 2
1. C 2. C 3. A 4. B

Answers will vary but should include details mentioned in the passage.

DAY 3
1. A 2. C 3. D 4. C

Sample response: If I found my mind wandering, I put my finger on the page where I was reading to help me focus.

DAY 4
1. B 2. B 3. C 4. D

Responses will vary.

DAY 5
1. B 2. D 3. B 4. C

Sample answer: "It is too easy to see how sad it is for the people..." "...I feel like we've done something important."

WEEK 29

DAY 1
1. C 2. A 3. D 4. B

Questions will vary.

DAY 2
1. B 2. A 3. D 4. C

Responses will vary.

DAY 3
1. B 2. A 3. C 4. C

Questions will vary.

DAY 4
1. D 2. C 3. B 4. A

Answers will vary.

DAY 5
1. B 2. A 3. D 4. C

Questions will vary.

WEEK 30

DAY 1
1. C 2. B 3. A 4. C

Responses will vary.

DAY 2
1. C 2. D 3. C 4. B

Sample answer: It made it easier to see how the words and pictures for each law went together.

DAY 3
1. C 2. B 3. A 4. D

Answers will vary.

DAY 4
1. A 2. B 3. A 4. C

Sample answer: They both give information about the different cultures from Mesoamerica.

DAY 5
1. A 2. C 3. D 4. B

Sample answers: when the swim takes place, how much a session costs, what is included in the swim, etc.

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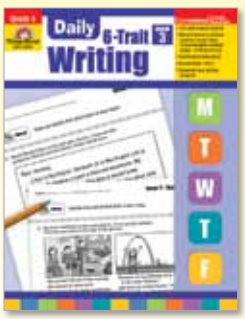

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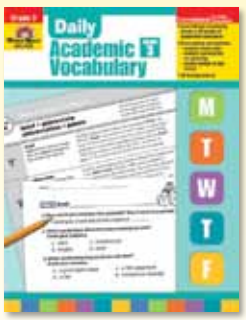

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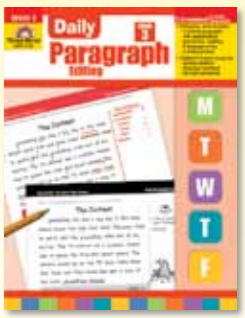

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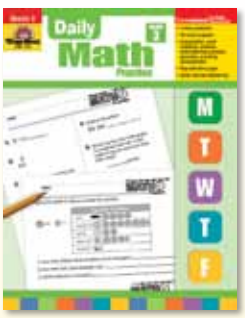

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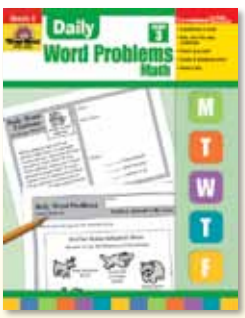

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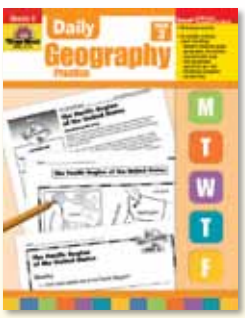

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