



Daily

Reading Comprehension

GRADE 5

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 9

Compare and Contrast

Students practice comparing by looking for 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.

DAY 1

Introduce the *Compare and Contrast* skill to students. Say: **When we look at how two or more things are similar, we are comparing. When we look at how they are different, we are contrasting.** Draw a Venn diagram and label the two circles “egg” and “golf ball.” Invite volunteers to list similarities and differences between these two objects. (e.g., Both are round and white. One is a food, and the other is used in sports.) Read aloud the instructions at the top of the page. Then remind students of the *Make Connections* strategy (Week 2). Ask: **Have you ever worked on a project with a friend or relative who has a different idea of how to do the project?** Then say: **As you read the story, think of that experience to help you understand how the characters in the story feel.** Direct students to read the story and complete the skill and strategy practice activities on page 2. Review the answers as a group.

Name: _____

Compare and Contrast
Make Inferences

WEEK 9
DAY 5

READ THE PASSAGE

Compare the two accounts of a hardworking monkey named Mani.

An Unusual Goat Herder

There's a quiet farm in southern India with a most unusual goat herder. She is Mani, a monkey who came to the farm on her own and stayed to do an important job protecting the goats.

The farm grows coffee, oranges, and a spice called cardamom (CAR-duh-mum). The farm is also home to about 75 goats. These playful creatures usually need a human's watchful eye to make sure they don't get lost. At this farm, though, Mani does the daily work of herding the goats.

When Mani first came to the farm, she was injured. The owners nursed her back to health and tried to set her free. Instead of leaving, however, Mani befriended the goats. She takes the goats out to pasture every morning and watches over them until they all return in the evening.

Special Skills

Although Mani cannot speak, this goat-herding monkey uses sounds and gestures to accomplish her duties. When a goat is lost or in danger, Mani alerts the farmers by making a warning sound. Mani's tree-climbing skills really come in handy. When goats can't reach the fruit growing on a high branch, Mani climbs the tree and pulls the branch lower.

Mani has become a regular member of the farm team. She even brings her baby to work every day. She and her baby play with the goats and ride on their backs as they wander to the fields to eat. The farm owners trust Mani to supervise the 75 goats as well as any human could.

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

1. What do both accounts say about Mani?
 - A She keeps the goats from getting lost.
 - B Her health was poor when she first arrived.
3. How is Mani similar to a human?
 - A She takes long naps during the day.
 - B She is watchful and reliable.
 - C She rides on the goats' backs.



Ebook

Correlated to State Standards

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

**This book is also available
in a consumable student
practice book edition.**

**Benefit from the same targeted skills practice
in a time- and money-saving format.**

Save money

Consumable books reduce the cost of copying
to your school by at least 30%.

Save time

Say goodbye to copying, collating, and stapling,
and save at least 30 minutes a week.

Save student work

Student practice books work great as student
portfolios and give you easy access to a record
of each student's skill acquisition.

Daily Reading Comprehension Student Practice Books

160 pages in each individual book.
Student Practice Books are sold
in 5-packs.

Grade 1	EMC 6631-PRO
Grade 2	EMC 6632-PRO
Grade 3	EMC 6633-PRO
Grade 4	EMC 6634-PRO
Grade 5	EMC 6635-PRO
Grade 6+	EMC 6636-PRO

Student practice books are a sole source product
and are only available for purchase directly from
Evan-Moor Educational Publishers. To purchase
student books, visit www.evan-moor.com.





Thank you for purchasing an Evan-Moor e-book!

Attention Acrobat Reader Users: In order to use this e-book you need to have Adobe Reader 8 or higher. To download Adobe Reader for free, visit www.adobe.com.

Using This E-book

This e-book can be used in a variety of ways to enrich your classroom instruction.

You can:

- engage students by projecting this e-book onto an interactive whiteboard
- save paper by printing out only the pages you need
- find what you need by performing a keyword search
... and much more!

For helpful teaching suggestions and creative ideas on how you can use the features of this e-book to enhance your classroom instruction, visit www.evan-moor.com/ebooks.

User Agreement

With the purchase of Evan-Moor electronic materials, you are granted a single-user license which entitles you to use or duplicate the content of this electronic book for use within your classroom or home only. Sharing materials or making copies for additional individuals or schools is prohibited. Evan-Moor Corporation retains full intellectual property rights on all its products, and these rights extend to electronic editions of books.

If you would like to use this Evan-Moor e-book for additional purposes not outlined in the single-user license (described above), please visit www.evan-moor.com/help/copyright.aspx for an *Application to Use Copyrighted Materials* form.

This page intentionally left blank

Daily **GRADE 5**
Reading
Comprehension

Writing: Amelia Gray
Content Editing: Christine Griffith
Robin Kelly
James Spears
Andrea Weiss
Copy Editing: Carrie Gwynne
Art Direction: Cheryl Puckett
Cover Design: Cheryl Puckett
Design/Production: Carolina Caird
Yuki Meyer



Congratulations on your purchase of some of the finest teaching materials in the world.

Photocopying the pages in this book is permitted for single-classroom use only. Making photocopies for additional classes or schools is prohibited.

For information about other Evan-Moor products, call 1-800-777-4362, fax 1-800-777-4332, or visit our Web site, www.evan-moor.com.

Entire contents © 2010 EVAN-MOOR CORP.

18 Lower Ragsdale Drive, Monterey, CA 93940-5746. Printed in USA.

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.

Contents

Week	Strategies and Skills	Page
1	Comprehension Strategy: Monitor Comprehension	10
2	Comprehension Strategy: Make Connections	16
3	Comprehension Strategy: Visualization	22
4	Comprehension Strategy: Organization	28
5	Comprehension Strategy: Determine Important Information	34
6	Comprehension Strategy: Ask Questions	40
7	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Visualization	46
8	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Determine Important Information, Ask Questions	52
9	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Make Connections, Monitor Comprehension	58
10	Comprehension Skills: Character and Setting, Theme Comprehension Strategies: Organization, Visualization	64
11	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	70
12	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	76
13	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Visualization	82
14	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Determine Important Information, Ask Questions	88
15	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Make Connections, Monitor Comprehension	94

Week	Strategies and Skills	Page
16	Comprehension Skills: Character and Setting, Theme Comprehension Strategies: Organization, Visualization	100
17	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	106
18	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	112
19	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Visualization	118
20	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Determine Important Information, Ask Questions	124
21	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Make Connections, Monitor Comprehension	130
22	Comprehension Skills: Character and Setting, Theme Comprehension Strategies: Organization, Visualization	136
23	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	142
24	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	148
25	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Visualization	154
26	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Determine Important Information, Ask Questions	160
27	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Make Connections, Monitor Comprehension	166
28	Comprehension Skills: Character and Setting, Theme Comprehension Strategies: Organization, Visualization	172
29	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	178
30	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	184

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 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 completing the strategy activity. The teacher page for these weeks offers suggestions for teaching the skills and gives tips for reminding students of the strategies. 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 14

Cause and Effect
Students practice identifying cause-and-effect relationships as they look for what happens (the effect) and why it happens (the cause).

Fact and Opinion
Students determine parts of the passage that can be proved (facts) or that represent what someone thinks or feels (opinions).

DAY 1
Inform students that they will be reading about an Australian long-distance runner named Cliff Young. Read about the title of the passage and invite a volunteer to summarize the title of the tortoise and the hare. A slow but steady turtle wins a race against a hare. Review *Cause and Effect* and point out: The cause is how or why something happened. As you read, think about why Cliff Young won the race and how his victory affected others. Then remind students of the *Determine Important Information* strategy (Week 5). Say: As you read, imagine how you would retell the facts of this story to someone else. This is a good way to focus on the information that is important for remembering what the passage is about. Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2
Review the *Cause and Effect* skill with students and tell them they will be reading about a sculpture at the CIA headquarters in Washington, D.C. Then invite students to share what they know about the CIA and build background by displaying, if possible, a picture of "Krypton" from the Internet. Say: As you read, think about why the artist created the sculpture the way he did, and what effect the artwork has had on people. Then review the *Ask Questions* strategy (Week 6). Read about the title of the passage and ask: What questions come to mind when you hear the title? (e.g., "What does it mean to crack a code?") Prompt students to write their questions in the space provided for the strategy practice activity. Then direct them to read the passage and complete the skill practice activity.

DAY 3
Review the *Fact and Opinion* skill with students. Say: A fact can be proved, but an opinion tells what someone thinks, feels, or believes. Read about the title of the passage and inform students that they will be reading about an unusual work of art. Ask: Does the word junk suggest fact or opinion? (opinion) Why? (One person's junk might be another person's treasure.) Then remind students of the *Determine Important Information* strategy. Say: One way to determine which information is important is to keep your purpose for reading in mind. Read about the directions for the strategy practice activity and say: As you read, look for the information that you think visitors would want to know. Direct students to read the passage and complete the skill and strategy practice activities.

DAY 4
Tell students that they are going to read about a famous polar bear. Explain: Writers often include both facts and opinions about a topic. As you read, notice which details can be proved. Read about the title and invite students to tell which word in the title signals an opinion (cute). Then remind students of the *Ask Questions* strategy. Explain: Asking questions after you read is a good way to make sure you understood what you have read. Direct students to read the passage and complete the skill practice activity. Then pair students for the strategy practice activity. Invite partners to share their questions and answers.

DAY 5
Tell students that they will practice identifying cause-and-effect relationships and distinguishing facts from opinions as they read a story about two friends in a cafeteria. Then remind students of the *Determine Important Information* strategy. Say: As you read, look for information that explains the character's actions and behaviors. This will help you figure out the events that led up to the story. Have students read the story and complete the skill practice activity. After reviewing the answers together, pair students for the strategy practice activity. Ask volunteers to share their responses.

88 Daily Reading Comprehension • EMC 3455 • © Evan-Moor Corp.

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: _____

WEEK 14 DAY 3
Fact and Opinion

READ THE PASSAGE Think about which details are facts and which express opinions.

Name: _____

WEEK 14 DAY 2
Cause and Effect

READ THE PASSAGE Think about why the artist created Krypton and the effect it had on people.

Name: _____

WEEK 14 DAY 1
Cause and Effect

READ THE PASSAGE Look for factors that explain Cliff Young's victory.

A Real-Life Story of the Tortoise and the Hare

Every year in Australia, the toughest long-distance runners race more than 500 miles from Sydney to Melbourne. This race takes more than five days to complete. It attracts world-class athletes—the kind who become spokespersons for sneakers and sports drinks.

In 1983, however, as the competitors lined up to race, they were joined by a 61-year-old farmer wearing overalls and rubber boots. His name was Cliff Young. The other runners thought he was a confused spectator. Cliff assumed them that he was there to race. He explained that on his family's sheep farm, he often had to round up 2,000 or so animals by himself. "Sometimes I had to run after those sheep for two or three days," he said.

When the race began, the younger runners flew past Cliff. Instead of chasing after them, Cliff shuffled along in the back of the pack. The other runners and the spectators thought he would never finish the race. But something happened when all the other runners took a break to sleep. Cliff kept running. The other runners caught up to him each morning, but eventually Cliff was too far ahead to be passed. On the fifth day, the sheep farmer shuffled into first place.

Cliff received \$100,000 for his victory. He said he did not realize there would be prize money, and he gave the money to his wife. The other runners and the spectators thought he would never finish the race. But something happened when all the other runners took a break to sleep. Cliff kept running. The other runners caught up to him each morning, but eventually Cliff was too far ahead to be passed. On the fifth day, the sheep farmer shuffled into first place.

Cliff received \$100,000 for his victory. He said he did not realize there would be prize money, and he gave the money to his wife. The other runners and the spectators thought he would never finish the race. But something happened when all the other runners took a break to sleep. Cliff kept running. The other runners caught up to him each morning, but eventually Cliff was too far ahead to be passed. On the fifth day, the sheep farmer shuffled into first place.

SKILL PRACTICE Read and underline the words in the passage that help you answer the questions.

- Why was Cliff Young a "confused spectator"?
 - He was a sheep farmer.
 - He was wearing overalls and rubber boots.
 - He was not dressed like a runner.
- What helped Cliff Young win the race?
 - staying awake for five days
 - running faster than the other runners
 - studying new ways of running
 - wearing unusual clothing
- According to the passage, what made Young a hero in Australia?
 - He set a world record.
 - He proved that age is not important.
 - He gave his prize money to other runners.
 - He received \$100,000.
- How did Young change long-distance running?
 - He raised the age limit for runners.
 - He introduced a new way of running.
 - He gave away prize money.
 - He inspired farmers to enter.

STRATEGY PRACTICE Describe two important things you would tell someone about Cliff Young.

89 © Evan-Moor Corp. • EMC 3455 • Daily Reading Comprehension

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						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						
Week 16						
Week 17						
Week 18						
Week 19						
Week 20						
Week 21						
Week 22						
Week 23						
Week 24						
Week 25						
Week 26						
Week 27						
Week 28						
Week 29						
Week 30						

© Evan-Moor Corp. • EMC 3455 • Daily Reading Comprehension

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).

Fact and Opinion

Students determine which statements can be proved true (fact) and which statements tell what someone thinks or believes (opinion).

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	Fact and Opinion	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								•									•	
Week 6														•				•
Week 7	•		•															
Week 8										•								
Week 9	•	•									•							
Week 10												•						
Week 11		•											•					
Week 12																		•
Week 13	•						•											
Week 14								•										
Week 15	•	•									•							
Week 16												•						
Week 17		•											•					
Week 18																	•	
Week 19	•		•				•											
Week 20																		
Week 21	•	•									•							
Week 22																		
Week 23		•																
Week 24																		•
Week 25	•						•											
Week 26																		
Week 27	•	•																
Week 28																		
Week 29		•											•					
Week 30																		•

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)

Fact and Opinion

Can this be proved true?
Is this what someone thinks or believes?

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:
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						
Week 16						
Week 17						
Week 18						
Week 19						
Week 20						
Week 21						
Week 22						
Week 23						
Week 24						
Week 25						
Week 26						
Week 27						
Week 28						
Week 29						
Week 30						

Monitor Comprehension

When students monitor their comprehension, they keep track of how well they understand the material they are reading. They also identify when their understanding breaks down. Students can monitor their comprehension during and after reading by previewing, asking questions, rereading, and taking notes.

DAY 1

Introduce the *Monitor Comprehension* strategy and explain: **Good readers monitor their comprehension by paying attention to how well they understand what they are reading.** Read aloud the first paragraph and model the strategy: **As I was reading, I realized that I didn't understand exactly what Charles was doing. I reread and figured out that Charles is nervous about a job interview.** Have students finish reading the passage and 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

Inform students that they will be reading a passage about how to make fresh pickles. Remind them of the *Monitor Comprehension* strategy. Say: **One way to monitor comprehension is to look at the title and the section headings as clues to what the text is about.** Read aloud the first section and model: **The main idea of this section is about keeping the supplies clean when you make pickles. I can use the section heading, "A Clean Start," to remember what the section is about.** Have students read the passage independently and then complete the strategy practice activity with a partner. Invite pairs to 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. Read aloud the instructions at the top of the page and ask: **How can pausing help you monitor your comprehension?** (It gives you a chance to think about the interviewer's question—to make sure you understand it—before moving on to the answer.) Draw attention to the boldface words that indicate who is speaking. Then explain that the person being interviewed is an *animator*, or an artist who draws or uses a computer to create moving pictures. Have students read the passage. Then direct them to complete the strategy practice activity and share their responses. Discuss the answers as a group. Then have students complete the skill practice activities. Review the answers together.

DAY 4

Remind students of the *Monitor Comprehension* strategy. Say: **One way to monitor your comprehension while reading a book is to look at the table of contents to see how the book is organized.** Then have students read the table of contents and the excerpt from the book. Ask: **How did the table of contents help you understand "How It All Began"?** (Knowing that there was a chapter about the history of pancakes helped me understand where the text came from and how it fit with the rest of the book.) Direct students to complete the strategy practice activity and share their responses. Then have students complete the skill practice activity independently. Review the answers together.

DAY 5

Inform students that they will be reading a short story about a girl who works in her mom's restaurant. Remind them of the *Monitor Comprehension* strategy. Ask: **How would asking yourself how the characters feel help you monitor your comprehension as you read?** (It helps you figure out how well you understand what is happening to the characters.) Then direct students to read the passage on their own. Pair students for the strategy practice or complete it as a group. Direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

Think about what is happening in this scene.

The Big Interview

Charles sat in the cafeteria with five other students, waiting for Ms. Swanson to interview all of them. Ms. Swanson, the seventh-grade science teacher, was looking for a lab helper. Charles's palms were sweaty and his face felt hot. He wondered if his face was red—and if anyone would notice.

As he prepared for his interview, Charles reviewed a set of index cards with notes that he had made earlier. On each card, he had written an answer to a question that Ms. Swanson might ask. "The emergency eyewash station is not a place to get a drink of water," he quietly read aloud from one card.

Charles decided to check out the other candidates. Nearby, a girl with dark red hair was shuffling her own set of index cards. He watched as she tore a card into tiny pieces and stuffed the pieces into a pocket. Suddenly she looked up at Charles. "Are you nervous?" she asked.

"No, I'm not nervous—not at all," Charles stammered. "What about you?"

"Uh, no, me neither," the girl responded.

At that moment, Ms. Swanson appeared. "Charles Locke?" she called out.

STRATEGY PRACTICE

Look back at the passage. Underline the sentences and phrases that tell you Charles is nervous.

SKILL PRACTICE

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

1. What is the passage mostly about?
 Ⓐ waiting to be interviewed
 Ⓑ working as a science teacher
 Ⓒ making notes on index cards
 Ⓓ a demanding science teacher
2. What is most likely to happen next in the story?
 Ⓐ Charles will talk to Ms. Swanson.
 Ⓑ Charles will tear up his index cards.
 Ⓒ Charles will help the girl prepare for her interview.
 Ⓓ Charles will decide not to try for the job.
3. You can tell that the girl is nervous because _____.
 Ⓐ her face turns red
 Ⓑ she tears up one of her index cards
 Ⓒ her palms are sweaty
 Ⓓ she reads her index cards
4. The student who gets the job will be working _____.
 Ⓐ in the cafeteria
 Ⓑ in the science lab
 Ⓒ at the library
 Ⓓ at the eyewash station

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

In a Pickle

With the right supplies, you can make your own pickles at home.

A Clean Start

All supplies that you use must be very clean when you make pickles at home. A dirty jar or spoon can spoil an entire batch of pickles.

The Cucumber Is King

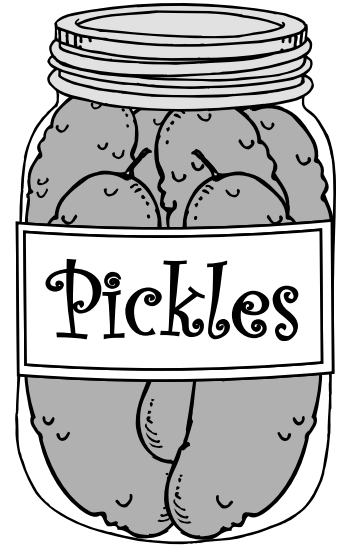
The perfect pickle is crunchy. It starts with a firm, fresh cucumber. To make fresh pickles, fill jars with freshly picked cucumbers. Then pour a heated mixture of salt, vinegar, and spices into the jars. Seal the jars with clean lids. Allow the pickles to cool, and put the jars in the refrigerator. Write the date on the jars.

Timing Is Everything

Leave your homemade pickles in the refrigerator. Pay attention to the date on the jars. If you haven't eaten the pickles after six months, throw them away.

Other Pickled Foods

In addition to making pickles at home, you can try pickling other vegetables. Pickled carrots, cauliflower, and garlic cloves make tasty snacks and give salads some extra flavor.



STRATEGY PRACTICE Explain to a partner how using the section headings helped you understand the text.

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

- Under which heading can you find the ingredients for making pickles?
 - "A Clean Start"
 - "The Cucumber Is King"
 - "Timing Is Everything"
 - "Other Pickled Foods"
- What do you think would happen if you used soft cucumbers for your pickles?
 - The jars would not seal tightly.
 - The pickles would not be crunchy.
 - The pickles would stay fresh longer.
 - The cucumbers would not fit in the jars.
- What might happen if you do *not* write the date on the jars?
 - You might forget what is in the jars.
 - You might get extra-crunchy pickles.
 - You might eat bad pickles.
 - You might not be able to open the jars.
- What is the last step in making pickles?
 - Seal the jars with clean lids.
 - Place the jars in the refrigerator.
 - Wash the jars, lids, and spoon.
 - Heat vinegar, salt, and spices.

READ THE INTERVIEW

Pause after reading each of the interviewer's questions. Think about the question as you read Sadie's answer.

Sadie Caddock, Animator

Interviewer: What is the best part about your job as an animator?

Sadie Caddock: I love getting a chance to bring a character to life. If I can imagine it, I can make it happen on the screen. It's a great feeling.

Interviewer: What was your favorite project?

Sadie Caddock: My favorite project was a movie called *It's a Zoo Out There*. Unlike commercials and TV shows, a full-length movie lets you explore the characters and story. I worked with a fun team of animators to create more than thirty animal characters.

Interviewer: How long does it take you to finish a project?

Sadie Caddock: It depends. A short commercial might take me a week to finish my part of it. The movie took more than a year. It also depends on whether I'm drawing by hand or using a computer. Computers make the work go much faster. However, I sometimes find that drawing by hand is more creative.

STRATEGY PRACTICE

Did you understand all of Sadie Caddock's answers? Which answer would you like to know more about? Explain why.

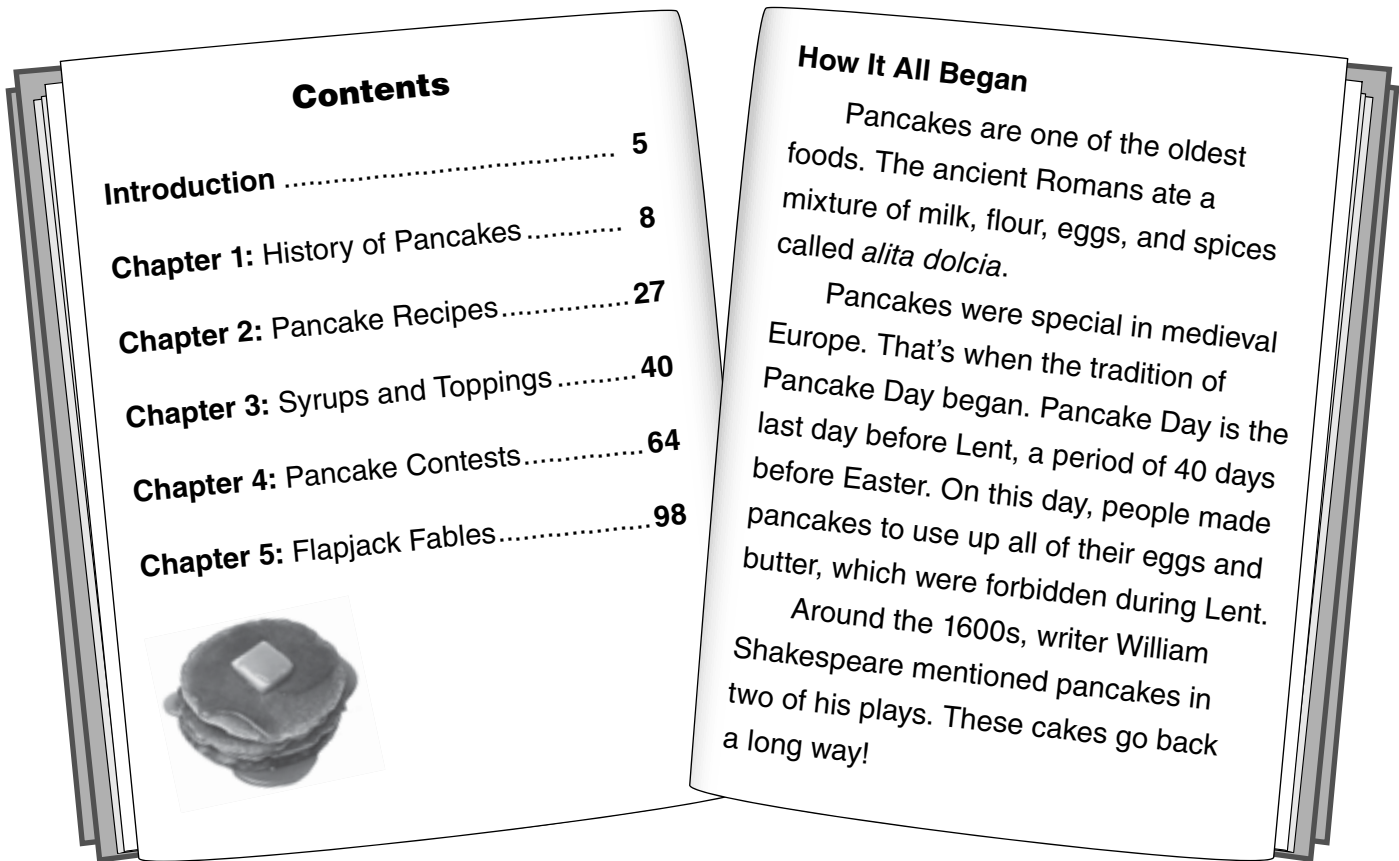
SKILL PRACTICE

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

- What is the main idea of the interview?
 Ⓐ Computers are faster than drawing by hand.
 Ⓑ Teams do a better job than individuals.
 Ⓒ Animated movies take a long time.
 Ⓓ Working as an animator is a fun career.
- What does Sadie Caddock like best about her job?
 Ⓐ creating lots of characters
 Ⓑ bringing characters to life
 Ⓒ exploring a story
 Ⓓ making commercials
- What do the boldface words tell you?
 Ⓐ the questions the interviewer is asking
 Ⓑ who is speaking
 Ⓒ Sadie's answers to the questions
 Ⓓ what each section is about
- Which is *not* something that happened when Sadie worked on a movie?
 Ⓐ She worked with a fun team.
 Ⓑ She was able to develop the story.
 Ⓒ She finished the project in a week.
 Ⓓ She created many different characters.

READ THE INFORMATION

Think about how the information in this book is organized.



STRATEGY PRACTICE

Based on the table of contents, what are two specific things that you might learn about pancakes by reading this book? Explain.

SKILL PRACTICE

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

- What is the main idea of "How It All Began"?
 - Pancakes have a long and interesting history.
 - Pancakes were eaten only in the past.
 - People do not need to make pancakes today.
 - Pancakes are made from butter and eggs.
- Which chapter most likely contains information about how to make banana pancakes?
 - Chapter 1: History of Pancakes
 - Chapter 2: Pancake Recipes
 - Chapter 3: Syrups and Toppings
 - Chapter 4: Pancake Contests
- Which chapter probably tells about an event in which runners toss a pancake in a frying pan?
 - Chapter 5: Flapjack Fables
 - Chapter 4: Pancake Contests
 - Chapter 3: Syrups and Toppings
 - Chapter 2: Pancake Recipes
- What do you think happened with pancakes after Shakespeare's time?
 - People no longer used eggs in pancake recipes.
 - People stopped eating pancakes before Lent.
 - Pancakes became known as *alita dolcia*.
 - Pancakes became more popular.

READ THE PASSAGE As you read, think about how Jamie feels.

A Long Day

Jamie was tired. She had been on her feet for hours. Her mom owned a small but busy restaurant in town. Three of her mom's employees had called in sick that morning. There was a big festival in the city park that day, and Jamie had wanted to go. But her mom had asked for her help at the restaurant.

All Jamie wanted to do was sit down for a while. Instead, she hurried around the restaurant, taking orders and refilling coffee cups. As soon as one table was cleared, a new set of customers walked in. The customers just kept coming! That meant more orders and more coffee.

"Order up!" called the cook from the kitchen. Jamie stared at the kitchen. She thought about all of the food stalls at the festival. Cooks there were preparing special foods from all over the world. Jamie imagined the delicious smells of new and exotic foods.

"Hurry, Jamie!" the cook called, catching Jamie lost in thought.

"I'm coming," Jamie grumbled. But her mom had already picked up the plates of hot food from the counter and delivered them to a table by the window.

"Wake up, Jamie," her mom said. "I know you don't want to be here, but I need your help."

STRATEGY PRACTICE Describe how you think Jamie feels and why she feels that way.

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

- Why is Jamie daydreaming?
 Ⓐ She is half asleep.
 Ⓑ She has nothing better to do.
 Ⓒ She would rather be working in the kitchen.
 Ⓓ She wants to be somewhere else.
- What will most likely happen next in the story?
 Ⓐ The cook will quit.
 Ⓑ Jamie will leave and go to the festival.
 Ⓒ Jamie will become busy again.
 Ⓓ Jamie's mom will close the restaurant.
- What will Jamie most likely do when she gets home?
 Ⓐ make dinner for her mom
 Ⓑ go for a walk
 Ⓒ see if the festival is still going on
 Ⓓ apply for a waitress job
- What is the main idea of the story?
 Ⓐ Festivals are more fun than work.
 Ⓑ It is important to daydream.
 Ⓒ Owning a restaurant is difficult.
 Ⓓ We cannot always do what we want to do.

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: **Good readers often find that as they read, they are reminded of something they have seen, done, or read before. Making that connection helps readers better understand the topic, the details, or the characters in the text they are reading.** Build background by pointing out Wales on a world map and by showing students pictures of the Snowdonia hawkweed or discussing endangered species, such as blue whales. Then read aloud the instructions at the top of the page and the first sentence of the passage. Model the strategy: **The word *rare* makes me think of endangered species and about a time I saw a brilliant blue butterfly while hiking. The butterfly was unusual, and I never saw another one like it. Later, I learned that it was an endangered species of butterfly. Recalling my own experience helps me understand what it means for a flower to be rare.** Have students finish reading the passage on their own. Direct them to complete the strategy practice activity, and ask volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Make Connections* strategy. Ask them if they have ever tried to get an adult's attention—for example, to show something to a parent—when the adult was busy with another activity. Explain: **You can use that experience to make a connection with the story you are about to read. If you think about how you felt at the time, then you'll know how Jacob, the character in this story, feels when he tries to show his mom a card trick while she's busy.** Have students read the story and complete the strategy practice activity. Ask volunteers to share their responses. Then have students complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the *Make Connections* strategy. Then read aloud the instructions and the title of the passage. If necessary, explain that the Rockettes are a famous all-female group of dancers who perform in New York City. Then say: **Even if you have never seen the Rockettes perform, you probably have seen another group of dancers or athletes practice or perform together. Thinking about that group can help you better understand what it's like to be a member of the Rockettes.** When students have finished reading the passage, have them complete the strategy practice activity. Ask volunteers to share their responses. Discuss how students made connections to the passage. Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the *Make Connections* strategy. Tell students that they are going to read about a successful performing artist from China. Read aloud the instructions at the top of the page. Have students read the passage and complete the strategy practice activity. As a class, make a list of personal qualities that enable individuals like Juliana Chen to be successful (e.g., hardworking, focused). Ask: **How did making a connection to other successful people help you understand the passage better?** (e.g., It helped me realize how hardworking and focused Juliana Chen must be.) Direct students to complete the skill practice activity. Then review the answers together.

DAY 5

Remind students of the *Make Connections* strategy. Ask students if they have ever missed out on something fun because they needed to complete an important task. Say: **Thinking about your experience will help you understand the story you are about to read.** After students have finished reading the story, pair them for the strategy practice activity or complete it as a group. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

As you read about the Snowdonia hawkweed, think of other rare plants and animals you know of, and think about how people treat rare things.

Rare and Beautiful Blooms

One of the rarest flowering plants in the world, the Snowdonia hawkweed, grows wild only in Snowdonia National Park in northern Wales. The region is rocky and mountainous, and the air is cool and damp. The Snowdonia hawkweed prefers this habitat. In fact, it grows nowhere else in the world. It is even picky about where it grows in the park.

Snowdonia hawkweed is about 11 inches tall. Its bright yellow blossoms have thin petals with ragged edges. The Snowdonia hawkweed may not be the most beautiful plant in the world, but it is a favorite snack of sheep.

In 1953, the Snowdonia hawkweed disappeared. People feared that the plant was gone forever. They believed that sheep grazing on the land had eaten the last few plants. So, the people who ran the park removed the sheep from the area, hoping that the hawkweed might return. Forty-nine years later, a group of plant scientists found the yellow flowers blooming in one spot in the park. The hawkweed had returned!

Scientists collected seeds from the plant in case it disappeared again. But since 2002, the rare plant has continued to bloom in the park.

STRATEGY PRACTICE

Describe something rare or special that you have seen and where you saw it.

SKILL PRACTICE

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

- Which phrase best describes the climate of Snowdonia National Park?
 Ⓐ cold and snowy
 Ⓑ hot and dry
 Ⓒ cool and damp
 Ⓓ warm and windy
- Which group of people would probably care most if Snowdonia hawkweed disappeared?
 Ⓐ scientists who study plants
 Ⓑ farmers who graze their sheep in the mountains
 Ⓒ scientists who study rare birds and insects
 Ⓓ visitors who enjoy hiking in the mountains
- From the passage, you can conclude that Snowdonia hawkweed _____.
 Ⓐ is the most beautiful plant in the world
 Ⓑ grows like a weed in northern Wales
 Ⓒ was always rare
 Ⓓ will never be seen again in the wild
- Which adjective best describes how people felt when Snowdonia hawkweed was found in 2002?
 Ⓐ curious
 Ⓑ disappointed
 Ⓒ concerned
 Ⓓ thrilled

READ THE PASSAGE Think about how Jacob and his mom probably feel.

The Greatest Trick

Jacob burst into the kitchen holding a deck of cards. “The great Jacob performs his most amazing trick yet!” he shouted.

His little sister cooed and giggled from her highchair, but Jacob’s mom was less amused. “Could you show me in a minute?” she pleaded. “I’m trying to feed Emma.”

“It’ll be quick,” Jacob responded. “Pick a card, any card!” he called out, spreading the cards into a fan shape. His mother sighed and pointed at a card. Jacob plucked the card from the fanned deck and stuck it onto his forehead. “I cannot see your card with my eyes,” he said, tapping his forehead with his finger, “but my mind’s eye will reveal it to me. It’s the ace of clubs!”

Emma laughed and opened her eyes wide. “Cubs!” she said, clapping her hands.

Jacob’s mom looked at the baby and laughed. Jacob peeled the card off his forehead and shook Emma’s tiny hand. “My new assistant,” he said.

STRATEGY PRACTICE Describe a personal experience that the passage reminded you of.

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

- How does Jacob’s mom change in the story?
 Ⓐ At first she is tired, but then she is alert.
 Ⓑ At first she is amused, but then she is annoyed.
 Ⓒ At first she is laughing, but then she is quiet.
 Ⓓ At first she is annoyed, but then she is entertained.
- What is the setting of the story?
 Ⓐ a card store
 Ⓑ Jacob’s bedroom
 Ⓒ the kitchen
 Ⓓ the living room
- Which of these best describes Jacob?
 Ⓐ eager to entertain his family
 Ⓑ eager to care for Emma
 Ⓒ eager to help his mother
 Ⓓ eager to teach Emma a new trick
- What is the theme of the story?
 Ⓐ Having fun together is important for families.
 Ⓑ Work is more important than play.
 Ⓒ Being with others is more enjoyable than being alone.
 Ⓓ Babies need a lot of care and attention.

READ THE PASSAGE As you read about the Rockettes, think about other activities that require a lot of skill and practice.

The Famous Rockettes

Imagine a long line of dancers performing a difficult high kick at exactly the same time. That was the vision of Russell Markert, who came up with the idea for the Rockettes back in 1925. The Rockettes, an all-female dance group, have come a long way with their high kicks. They have performed at the Radio City Music Hall in New York City since its opening in 1932.

The goal of the Rockettes is for all of the dancers to make the same movements at the exact same time, as if they were one person rather than 36. This task requires a lot of practice, skill, and cooperation. The Rockettes perform in more than 200 shows over a two-month period. The schedule requires a huge commitment from the dancers.

Over the years, more than 3,000 women have danced as Rockettes. They say that performing with the group is a dream come true, despite the long hours of practice and the demanding schedule. They love it when the audience stands and cheers.

STRATEGY PRACTICE Write about a time when you saw an athlete or performer do something amazing. How did remembering that event help you understand the passage?

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

- According to the passage, what are the Rockettes best known for?
 A their individual dance skills
 B their training with Russell Markert
 C their high kicks
 D their demanding schedule
- Based on the passage, who was Russell Markert?
 A a member of the audience
 B the founder of the Rockettes
 C the first male dancer in the Rockettes
 D the owner of Radio City Music Hall
- Which theme does the passage communicate?
 A Dance is a good form of exercise.
 B Female and male dancers are different.
 C Many dancers can perform as if they were one.
 D Dance has changed over time.
- Based on the passage, what conclusion can you draw about the Rockettes?
 A It is easy to become a Rockette.
 B Men have recently joined the group.
 C They are popular with audiences today.
 D They were more popular in the past.

READ THE PASSAGE As you read about Juliana Chen, think about other successful people you have met or read about.

World Champion Magician

As a young girl growing up in China, Juliana Chen never imagined the success she would have as a performer. At just 10 years old, she was chosen to attend the Hunan Academy for the Performing Arts. The Hunan Academy is one of China's best schools for dancers, acrobats, and other kinds of performers.

Juliana first trained in ballet. Then she studied juggling and acrobatics and joined a famous acrobatic troupe. But the work was physically difficult, and Juliana injured her leg several times. While she was recovering from one of her injuries, Juliana watched a magic show on television. That's when Juliana knew she would become a magician.

Juliana impressed people with her special skill. Because of her acrobatic training, she was skilled with her body and her hands. She could make cards appear out of thin air, it seemed. In 1986, Juliana won the All-China Best Magician competition.

After her success in China, Juliana immigrated to Canada. There, she became an even bigger star. Soon, she traveled around the world, learning new tricks and performing in front of royalty. In 1997, she became the first woman and the first magician from China to win a world title for a solo act at the World Congress of Magicians, a major competition for magicians. Juliana continues to teach, perform, win awards, and learn new magic tricks.

STRATEGY PRACTICE What qualities help some people, including Juliana Chen, become successful?

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

- Why did Juliana Chen become a magician?
 - She did not like ballet.
 - She was not successful as an acrobat.
 - She was injured as an acrobat.
 - She wanted to move to Canada.
- What is one theme of the passage?
 - Magic is a fine art.
 - Doing something you enjoy can bring many rewards.
 - It is better to try something new than to keep doing the same old thing.
 - Teaching others is the most satisfying work.
- In what way are ballet, juggling, and acrobatics alike?
 - They all involve competition.
 - They are all performing arts.
 - They are all easy to learn.
 - They have nothing in common.
- What inference can you make about Juliana Chen?
 - She dislikes being around others.
 - She is shy and private.
 - She is fun-loving and not very serious.
 - She works hard to achieve her goals.

READ THE PASSAGE Think about how Kelly and Alicia feel about their summer plans.

Gardens and Grades

On most Sunday afternoons, Kelly and Alicia met in the treehouse of the big elm tree that grew between their backyards. Alicia brought a blanket to sit on, and Kelly brought snacks. On this warm June day, the girls looked down onto the lawns and driveways in their neighborhood. Usually they had trouble not talking at the same time. Today, neither said much.

“Thanks for the snack,” Alicia said after a while. She was thinking about the next day. Her father had agreed to increase her allowance if she took care of the garden all summer. She wanted to earn enough money to pay for guitar lessons. But the garden was very big.

“You’re welcome,” answered Kelly. She was thinking about summer school, which she would begin the next day. Kelly wanted to improve her math skills so she would have an easier time in sixth grade.

The two girls sat glumly in their treehouse, thinking about the work ahead of them. “I wish we could trade places,” they both said suddenly. They looked at each other and began to laugh.

STRATEGY PRACTICE Describe a time when you worked hard for something you wanted.

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

- What is the main theme of the story?
 Ⓐ Growing up is difficult.
 Ⓑ Time spent relaxing is valuable.
 Ⓒ It is more important to spend time with family than friends.
 Ⓓ Worthwhile results come from working instead of playing.
- What is probably the reason that the girls are quiet?
 Ⓐ They have nothing to say to each other.
 Ⓑ They are thinking about how their plans are going to change.
 Ⓒ They are busy eating their snacks.
 Ⓓ Each is waiting for the other to talk.
- Which sentence best describes Kelly?
 Ⓐ She often waits until the last minute.
 Ⓑ She is serious about her schoolwork.
 Ⓒ She does not share her feelings.
 Ⓓ She is always jealous of other people.
- How are Kelly and Alicia alike?
 Ⓐ Both are planning to become gardeners.
 Ⓑ Both need help with math homework.
 Ⓒ Both are planning a vacation with their allowance money.
 Ⓓ Both think the other will have a better summer.

Visualization

This strategy helps students visualize, or create mental images of, what they are reading. 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. They also adjust their mental images as they read.

DAY 1

Introduce the *Visualization* strategy to students. Explain: **Good readers often create mental pictures from the text they are reading. They notice descriptions and details in the text that paint a picture in their minds.** Read aloud the title of the passage and invite volunteers to share the images that come to mind. Point out that as students read and gather more information, their mental images may change. Have students read the passage independently and complete the strategy practice activity. Allow volunteers to share their drawings and discuss how visualizing helped them understand the text. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Visualization* strategy. Read aloud the title of the passage and explain that two of the contests are a rock-paper-scissors competition and an air guitar championship. Encourage students to imagine what these competitions look like. Then direct students to read the passage and circle words and phrases that evoke clear images in their minds (e.g., hundreds of people chasing a wheel of cheese). Complete the strategy practice activity as a group. Then have students complete the skill practice activity on their own. Review the answers together.

DAY 3

Remind students of the *Visualization* strategy. Say: **Good readers pay attention to words that help them visualize the details in the text. Descriptive language and strong action words help you form clearer pictures in your mind. For example, which verb gives you a better idea of an animal's movement, go or scurry? (scurry) Which is easier to imagine: a tall tree or a tree that is as tall as a flagpole? (the latter)** Read aloud the instructions for the strategy practice activity and clarify that students can record information in their charts as they read. Direct students to read the passage and complete the strategy and skill practice activities. Review the responses as a group.

DAY 4

Remind students of the *Visualization* strategy. Say: **Sometimes you need to adjust your mental image when you get new information from the text.** Read the first few sentences of the passage and model: **At first, I pictured a small building with two huge, flat signs in the shapes of a dog and a cat. But as I read on, I found that the shelter holds more than 4,000 animals. I realized that the building is much bigger than I thought, so I adjusted my mental picture.** Direct students to complete the strategy practice activity when they have finished reading the passage. Invite volunteers to share their descriptions. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Visualization* strategy. Say: **Active readers try to visualize the setting and the characters of a story as they read. This helps them follow the events so they understand the story more fully.** Read aloud the title and the first paragraph. Ask: **Right away, what do you picture in your mind?** (e.g., a family—parents and children—sitting still but fidgeting or wiggling in their chairs) **Imagining how the family looks gives you a clearer idea of how the characters are acting and why.** When students have read the passage, direct them to complete the strategy practice activity and share their descriptions with a partner. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

Read slowly and notice details about how the flowers look, smell, and taste.

Flowers for Dinner

Flowers might look pretty on the dinner table. But what about serving them for dinner? In many cultures all around the world, people eat and enjoy different flowers in a variety of dishes.

The purple flowers of the lavender plant add a sweet lemon taste to chocolate cake or ice cream. Pansies, which have a grassy flavor, are a delicious addition to green salads. Bright yellow dandelion petals look cheerful when sprinkled over rice. Squash blossoms can be fried or stuffed with cheese. And the flowers of plants such as jasmine and chamomile are commonly used to make tea.

Does snacking on flowers sound weird? You may have eaten flowers already without realizing it! Several vegetables, such as cauliflower and broccoli, are actually flower buds. Broccoli forms tiny yellow blossoms as it continues to grow. Artichokes, if left on their stalks, form fuzzy purple blooms. And asparagus tips open into small, pale green or white flowers.

If you're interested in eating flowers, be sure to learn about the plants first. Not every flower is safe to eat. The best way to find a tasty—and safe—flower is to visit your local grocery store.

STRATEGY PRACTICE

Draw a picture to show how you visualized one of the flowers that can be eaten.

SKILL PRACTICE

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

- How are broccoli and lavender similar?
 - Both have a lemon taste.
 - Both are flowering plants.
 - Both are used for tea.
 - Both have yellow flowers.
- Why should you learn about a plant before eating its flower?
 - to make sure the flower is safe to eat
 - to find out how to serve the flower
 - to learn more about other cultures
 - to find out how the flower tastes
- What is the main idea of the third paragraph?
 - Eating flowers is weird.
 - Plants produce flowers of different colors.
 - Some vegetables are flower buds.
 - The flowers of some plants are used for teas.
- What is the main idea of the passage?
 - Many flowers can be eaten.
 - Flowers are often eaten with desserts.
 - Many people eat flowers without realizing it.
 - Flowers are tastier than vegetables.

READ THE PASSAGE Look for details that help you visualize each competition described in the passage.

Crazy Contests

When you think about competitions, you probably think of sports such as basketball and football. Not all serious competitive events are athletic, though. One example is the Rock Paper Scissors World Championship, in which contestants compete for large cash prizes.

Rock Paper Scissors is a simple game between two players. Each player counts to three and then “throws” one hand forward, making one of three hand signals. A fist means “rock,” a flat hand means “paper,” and two extended fingers in a V shape means “scissors.” Rock wins against scissors, scissors wins against paper, and paper wins against rock. Although the game is simple, many players claim that they have developed complex strategies for winning.

Some people might consider a Rock Paper Scissors contest to be strange. Around the world, though, people compete in many events that others think are crazy. In England, a 200-year-old competition sends hundreds of people running down a hill, chasing a giant wheel of cheese. In Finland, hopeful guitar heroes compete in the Air Guitar World Championships by strumming invisible guitars in front of an audience. Wales hosts the yearly World Bog Snorkelling Championships, in which contestants wear silly costumes—dressed, for example, like a mermaid or an octopus—and swim through dark, stinky bog water as the crowd cheers.

These competitions are just a few of the crazy games that people play around the world. With some practice and training, maybe you could be a prize-winner in one of those contests yourself!

STRATEGY PRACTICE Which competition was easiest for you to visualize? Why?

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

- The passage is mainly about _____.
 - playing Rock Paper Scissors
 - playing sports around the world
 - unusual competitions
 - popular ways for people to compete
- Where do the competitions mentioned in this passage occur?
 - mainly in England
 - all over the world
 - only in Europe
 - wherever people do not play basketball
- The author probably thinks that the contests are strange because _____.
 - they have no rules
 - they are dangerous
 - cash prizes are small
 - the activities are silly
- How are the contests mentioned in the passage similar to basketball, football, or other sports?
 - They all involve competition.
 - They all require physical strength.
 - None offer prizes to winners.
 - None are entertaining.

READ THE PASSAGE Look for words and phrases that help you visualize cockroaches.

Cockroach Fun Facts

When you think of interesting animals, you probably don't picture the common cockroach. However, although this insect isn't very pretty, it is pretty amazing.

Cockroaches are good at getting around. They can squeeze into very tight spaces, which comes in handy when they want to go through cracks in walls. A baby cockroach can flatten itself as thin as a dime. They're fast-moving bugs, too. Traveling at three miles an hour, a cockroach can easily scurry out of the way of looming feet or bug swatters.

Cockroaches are also tough. They can survive a month without food and a week without water. They can even survive for weeks without a head!

Next time you see a cockroach, show some respect for this common household pest. After all, the species has been around far longer than people—more than 280 million years, by some estimates. Now that's an old bug!

STRATEGY PRACTICE List at least two traits of cockroaches. For each trait, draw a picture that shows what you visualized.

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

- What main idea is supported by the fact that a cockroach can survive without its head?
 - Ⓐ Cockroaches are fast-moving.
 - Ⓑ Cockroaches are tough.
 - Ⓒ Cockroaches are common pests.
 - Ⓓ Cockroaches are smart.
- The passage compares a baby cockroach to a dime to show _____.
 - Ⓐ the speed of baby cockroaches
 - Ⓑ the round shape of baby cockroaches
 - Ⓒ the thinness of baby cockroaches
 - Ⓓ the color of baby cockroaches
- Which of these tells one way that cockroaches and humans are different?
 - Ⓐ Cockroaches can move faster.
 - Ⓑ Cockroaches have longer lives.
 - Ⓒ Cockroaches need food and water.
 - Ⓓ Cockroaches have existed longer as a species.
- Why do cockroaches flatten themselves?
 - Ⓐ to move more quickly
 - Ⓑ to survive longer without food or water
 - Ⓒ to escape a rolled-up newspaper
 - Ⓓ to squeeze through narrow spaces

READ THE PASSAGE Look for details that help you form a mental image of the animal shelter.

A Sheltered Life

If you visit the animal shelter in Salinas, California, you'll see giant wood cutouts of a dog and a cat. These signs were placed in front of the building to catch people's attention. The supersized cutouts make people curious and encourage them to visit the shelter—and maybe even adopt a pet. Each year, the Salinas shelter takes in around 2,000 dogs and 2,000 cats. The animals are either strays or are dropped off by people who couldn't take care of them. Of the 4,000 animals, some of them are eventually adopted into new homes. Some animals are transferred to other shelters. And, unfortunately, some cannot be saved because they are too sick or are considered dangerous.

Animal shelters provide food, medicine, and a safe place for animals to sleep. But they are not ideal homes. The shelters are loud, and the animals stay in small cages. The people who work at shelters do their best to care for the animals, but the animals do not always get the attention or exercise they need.

To prevent so many animals from becoming homeless, pet owners should take good care of their pets. One of the best ways to care for pets is to spay or neuter them. This surgery prevents cats and dogs from having more babies. And that reduces the number of homeless animals that end up in shelters.

STRATEGY PRACTICE Describe how you pictured the animal shelter in Salinas.

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

- What is the passage mainly about?
 Ⓐ the city of Salinas, California
 Ⓑ homeless animals in shelters
 Ⓒ how to attract visitors to animal shelters
 Ⓓ people who work at animal shelters
- Dogs in shelters probably do not get enough exercise because _____.
 Ⓐ the workers do not enjoy walking them
 Ⓑ the workers think the dogs will be adopted soon
 Ⓒ there are too many animals for the workers to care for
 Ⓓ the workers are afraid of the dogs
- What is the result of spaying and neutering?
 Ⓐ More puppies and kittens are adopted.
 Ⓑ Pets need less attention.
 Ⓒ Fewer animals become homeless.
 Ⓓ More people work at animal shelters.
- What can good homes offer that animal shelters cannot?
 Ⓐ plenty of personal care
 Ⓑ medical attention
 Ⓒ a safe place to sleep
 Ⓓ food and water

READ THE PASSAGE

As you read, picture the setting and the characters in the story.

Getting the Perfect Shot

The Cardona family was growing restless. Mr. and Mrs. Cardona had wanted a simple photo taken for their family's summer newsletter. Ms. Rourke, the photographer, was looking through her camera but wasn't taking any pictures.

"There isn't enough light on Mr. Cardona's moustache," she said to Jamila, her assistant. Jamila sighed, moved the lamp an inch to the left, and glanced at the family. The couple's two sons were starting to fidget. Jamila knew that they would soon start to complain. It was time to take the picture.

"Now Mrs. Cardona's hair looks too frizzy," Ms. Rourke remarked. "Jamila, please get the styling products." When Jamila returned, she noticed that the boys were giggling and poking each other. Their parents' smiles were drooping under the hot lights.

"Oh, now the boys are standing at the wrong angle," Ms. Rourke announced.

Mr. Cardona's face turned red. His wife looked like she was about to cry. Jamila quickly stepped up to the camera and snapped the picture. "All done!" she said. Everyone looked relieved, except for Ms. Rourke.

STRATEGY PRACTICE

Choose a character from the story. Describe what the character looks like.

SKILL PRACTICE

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

- What is the main problem in the story?
 Ⓐ The Cardonas want a family photo.
 Ⓑ The boys are too restless.
 Ⓒ The assistant is not helpful enough.
 Ⓓ The photographer is too fussy.
- What do Jamila and the Cardonas have in common?
 Ⓐ They dislike family pictures.
 Ⓑ They want the photo to be taken soon.
 Ⓒ They write summer newsletters.
 Ⓓ They want the photo to be perfect.
- Which is *not* an effect of Ms. Rourke's behavior?
 Ⓐ Mrs. Cardona looks like she is going to cry.
 Ⓑ Jamila steps in to take the photo.
 Ⓒ Mr. Cardona is having a good time.
 Ⓓ The boys begin to fidget.
- What do you predict will happen next?
 Ⓐ Mr. Cardona will thank Ms. Rourke.
 Ⓑ Ms. Rourke will say something to Jamila.
 Ⓒ Mrs. Cardona will comb the boys' hair.
 Ⓓ Jamila will take more photos.

Organization

When students look at how a passage or selection is organized, they can better understand the author's intent and predict the information they will encounter. Texts are often organized sequentially, around main idea and details, according to causes and effects, or by comparison and contrast.

DAY 1

Introduce the *Organization* strategy and explain: **When we look at how a passage is organized, we can get a better idea of what the author intended to tell us. One way to organize information is around similarities and differences of two or more things. In the passage you are about to read, the author compares and contrasts different kinds of salt. As you read, notice how the information is organized. Look for words such as *like* and *also*, which signal similarities, or the words *however* and *unlike*, which signal differences.** Have students read the passage and complete the strategy practice activity. Ask volunteers to share their responses. Discuss how the signal words clarify the ideas in the text. Then have students complete the skill practice activity.

DAY 2

Remind students of the *Organization* strategy and explain: **When you recognize the organization of a passage, you don't have to work as hard to understand what the passage is about. You can then pay more attention to important details.** Then say: **We are going to read a passage about synchronized swimming.** Explain that *synchronized* means "happening at the same time." Read aloud the instructions at the top of the page and the first paragraph. Ask: **What main idea does the author organize the first paragraph around?** (Synchronized swimming is a difficult sport.) **What supporting details might the author include in the next paragraph?** (what makes it difficult) **As you read, look for these details and how they are organized.** Have students read the rest of the passage and then complete the strategy practice activity with a partner. Invite volunteers to share their answers. Then have students complete the skill practice activity. Review the answers together.

DAY 3

Tell students they are going to read about dandelions and some surprising uses for this plant. Then remind students of the *Organization* strategy and say: **One way that authors organize information is by cause and effect. As you read, look for ways that people use dandelions and the effects of using each part of the dandelion. Authors sometimes use signal words such as *because*, *therefore*, and *as a result* to identify causes and effects and to clarify the organization of the information.** Then direct students to read the passage and complete the strategy practice activity. Ask volunteers to share their responses. Then direct students to complete the skill practice activity.

DAY 4

Remind students of the *Organization* strategy and inform them that they will be reading about events that led to the invention of chewing gum. Say: **When authors tell about historical events, they often organize the text by sequence. Look for dates and signal words such as *while*, *later*, and *then* to help you understand the order of events.** Direct students to read the passage and then complete the strategy practice activity. Invite volunteers to share their summaries. 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 with details from the story's ending and tell you what happens leading up to it. Other writers begin with a problem and reveal the solution. When we understand how a writer tells a story, we can better understand the events and the message.** Inform students that they will read a story about a girl who doesn't want to wear a helmet on a rafting trip. Suggest that students note, as they read, each sentence that mentions the helmet. This will help them focus on the message of the story. When students have finished reading the passage, direct them to complete the strategy and skill practice activities.

READ THE PASSAGE Think about how the different kinds of salt are similar and different.

Flavoring the Globe

Most people are familiar with plain white table salt. But if you think that salt is just a bunch of tiny white crystals, you're mistaken. This common seasoning has many different colors and flavors.

French sea salt comes from seawater. The larger grains and milder flavor of this salt make it a popular choice for meals. Some people even like to sprinkle it on chocolate cakes and cookies.

Hawaiian sea salt, on the other hand, has a rosy color that comes from the clay in the region. The mellow flavor of the salt is perfect for pork dishes.

Like Hawaiian sea salt, Australian river salt is also pink. Its color, however, comes from algae in the groundwater. The soft pink flakes melt easily on warm foods.

Mediterranean black lava salt resembles tiny cubes of coal. This salt is made by mixing sea salt from the Mediterranean sea with charcoal from volcanic lava. The dark crystals, unlike the other salts mentioned, add a dramatic color contrast to baked potatoes.

Sampling different salts is a wonderful way to travel the world without leaving home! Try sprinkling one of the many varieties of salt on your food and enjoy the unique flavor and texture.

STRATEGY PRACTICE How are the different kinds of salt mentioned in the passage similar? How are they different?

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

- What makes French sea salt popular?
 - the dark color
 - the fine grains
 - a chocolate flavor
 - a mild taste
- What causes the rosy color of Hawaiian sea salt?
 - the regional clay
 - algae from underground water
 - volcanic lava
 - pork
- Which statement is an opinion?
 - Most people are familiar with plain white table salt.
 - French sea salt comes from seawater.
 - Australian river salt is pink.
 - Sampling different salts is a wonderful way to travel the world without leaving home.
- How are Australian and Hawaiian salts similar?
 - Both melt easily.
 - Both come from the sea.
 - Both are pink.
 - Both have large grains.

READ THE PASSAGE Pay attention to how the main idea and details about synchronized swimming are organized.

A Splashy Sport

The sport of synchronized swimming is one part swimming, one part dancing, and one part gymnastics. This unique sport features a pair or a team of athletes performing acrobatic routines in the water. It is one of the most difficult sports because it requires concentration, athletic skill, endurance, and gracefulness.

Professional synchronized swimmers need strong basic skills. They must be good swimmers and must be able to hold their breath underwater for long periods of time. They must also be able to tread water, supporting themselves without touching the bottom of the pool. The swimmers learn challenging moves, such as holding themselves upside down vertically in the water while moving their legs and rotating their bodies. They also learn how to lift their teammates out of the water and to stay perfectly in sync with each other.

You will find synchronized swim teams throughout the country. They compete with each other and give performances to audiences of all ages. The sport of synchronized swimming is sure to take your breath away, whether you're watching or participating.

STRATEGY PRACTICE What details does the author use in the second paragraph to support the main idea expressed in the first paragraph? List at least two details.

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

- Which one is a fact about synchronized swimming?
 Ⓐ It is one of the most difficult sports.
 Ⓑ The moves are very challenging.
 Ⓒ Routines include vertical positions.
 Ⓓ Everyone enjoys watching it.
- Which of these is *not* important in synchronized swimming?
 Ⓐ the ability to hold your breath
 Ⓑ knowing how to tread water
 Ⓒ the strength to lift other swimmers
 Ⓓ the ability to touch the bottom of the pool
- What do you think it means to tread water?
 Ⓐ to hold your breath underwater
 Ⓑ to swim upside down
 Ⓒ to keep moving so you stay on the surface of the water
 Ⓓ to swim with great speed across the pool
- Which of the following is an *opinion* about synchronized swimming?
 Ⓐ All of the movements are graceful.
 Ⓑ A team has two or more athletes.
 Ⓒ There are teams across the country.
 Ⓓ The sport includes dance moves.

READ THE PASSAGE Look for cause-and-effect relationships and how the author uses them to organize the text.

Dandelions to the Rescue

Some people consider the hardy dandelion to be an annoying weed, despite its sunny yellow blossoms, because it grows quickly and chokes out other plants. These people work hard, therefore, to remove dandelions from their lawns. However, this useful plant has played an important role in American history. And it may even have found its way to your dinner table.

Early settlers brought the dandelion from Europe to North America, and, as a result, the aggressive plant spread. But the settlers had a good reason for bringing the plant with them. They relied on dandelions for food and medicine. They ate the green leaves and roasted the roots to make a hot drink. Because dandelion greens are a good source of vitamins and minerals, it is likely that dandelions saved lives during times when food was scarce.

You don't have to be a starving settler to eat tasty dandelion greens. The key is to pick the leaves in the spring, before the flowers form. The young leaves are tender and less bitter. You can add the smaller leaves to salads, but larger leaves should be steamed to bring out the flavor. Put a little salt and olive oil on the greens. You'll be surprised by how tasty this common weed can be.

STRATEGY PRACTICE Underline the words and phrases that signal a cause-and-effect relationship. Then describe one effect of eating dandelions.

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

- Which statement is an opinion?
 (A) Dandelions have a delicious flavor.
 (B) Settlers got vitamins from dandelions.
 (C) Settlers brought the plant to North America.
 (D) People today still eat dandelions.
- Based on information in the passage, how did dandelions most likely save lives?
 (A) The flowers were a source of food for farm animals.
 (B) The greens provided vitamins and minerals.
 (C) Dandelions were the only healthful food available.
 (D) The roots were a good source of water.
- Dandelion leaves should be picked early in the spring because they _____.
 (A) have more vitamins than
 (B) become bitter as they grow
 (C) require less salt and olive oil than
 (D) are easier to find growing in lawns
- Dandelions are weeds because _____.
 (A) they take over where other plants grow
 (B) they are a good source of vitamins
 (C) they grow in lawns
 (D) no one grows them as food

READ THE PASSAGE Think about how the events in the passage are organized.

A Tasty Accident

Antonio López de Santa Anna, a former president of Mexico, was living in New York in the late 1860s. While he was there, he met with Thomas Adams, an inventor. Santa Anna shared with Adams his idea for an invention—a new process, really, for making rubber products such as tires.

Rubber is a natural product, but it's expensive. Santa Anna thought it would be possible to blend the rubber with chicle (CHIK-ul), the milky juice of a tropical tree. That would make rubber products much cheaper to produce. Adams told Santa Anna that he was willing to try. Later, Santa Anna arranged for one ton of chicle to be shipped to Adams from Mexico.

Adams experimented for about a year, trying different blends of rubber and chicle. None of them were successful. The inventor still had plenty of chicle left over and wondered what to do with it. Then he remembered Santa Anna's stories of people chewing chicle in Mexico. So Adams made a small batch of chewing gum, packaged it, and sold it in local stores. The soft and springy gum was much tastier than other American gum, which was made from wax or tree sap.

Although Adams's original idea was a failure, chewing gum was a success. In 1871, he invented a machine to manufacture gum so he wouldn't have to make it by hand. Adams enjoyed success for the rest of his life, and people have enjoyed all kinds of tasty gum for years.

STRATEGY PRACTICE Underline the words, phrases, and dates that signal sequence. Then summarize what Adams did with the leftover chicle.**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which event happened after Adams experimented with chicle?
 Ⓐ He met Santa Anna.
 Ⓑ He invented a machine to make gum.
 Ⓒ Santa Anna became president of Mexico.
 Ⓓ Americans began to chew wax gum.
- What happened as a result of the failed experiments with rubber?
 Ⓐ Santa Anna told Adams about chewing chicle.
 Ⓑ Santa Anna moved to New York.
 Ⓒ Adams made chewing gum from chicle.
 Ⓓ Adams received one ton of chicle.
- Which statement expresses an opinion?
 Ⓐ Adams's gum was tasty.
 Ⓑ Chicle comes from the juice of a tree.
 Ⓒ Rubber is a natural product.
 Ⓓ Santa Anna lived in New York.
- Which event happened first?
 Ⓐ Adams invented a machine to make gum.
 Ⓑ Adams experimented with chicle.
 Ⓒ Adams received a shipment of chicle.
 Ⓓ Adams learned about chicle from Santa Anna.

READ THE PASSAGE

Think about the sequence that the author uses to tell the events of the story.

The Rafting Trip

Tina took the helmet from Dale, the rafting instructor who would be guiding the group down the river. Tina pushed her hair out of her face and fitted the helmet on her head. Then she fastened the strap. "I've never had to wear a helmet on a boat before," she complained.

"This isn't really a boat," said Dale. "It's a raft," he explained in a casual tone. "A raft is filled with air and it doesn't have an engine." Dale picked up a stack of life jackets and began distributing them to people as they waited to climb into the raft. "We'll hit some choppy water in the river," he told everyone. "And we want all of you to be safe."

"But I feel silly in this helmet," Tina said. "Do I really need it?" Stepping forward to get a life jacket, she caught her foot in a rope that was coiled up near the raft. Tina stumbled forward in surprise and, with a shriek, fell down onto the pile of rope.

Dale smiled at Tina as she untangled herself. "Yes, you really do need it," he answered, holding out his hand to help Tina up.

Tina stood up carefully. "You know," she said, "I think you're right."

STRATEGY PRACTICE

What is the message of the story, and which sentence delivers the message?

SKILL PRACTICE

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

- What caused Tina to fall?
 Ⓐ getting tangled in the raft's rope
 Ⓑ not being able to see out of her helmet
 Ⓒ tripping on a life jacket
 Ⓓ hitting some choppy water
- What did Dale do immediately after giving everyone their helmets?
 Ⓐ He asked if anyone wanted a life jacket.
 Ⓑ He helped Tina stand up again.
 Ⓒ He picked up life jackets to hand out.
 Ⓓ He took a helmet from Tina.
- Why did Dale want everyone to wear a helmet?
 Ⓐ because he knew Tina would trip
 Ⓑ because he thought rafts were more dangerous than boats
 Ⓒ because he did not have enough life jackets
 Ⓓ because he wanted everyone to be safe
- What was the effect of Tina's fall?
 Ⓐ Dale let Tina remove her helmet.
 Ⓑ Dale decided to be more careful with rope.
 Ⓒ Tina decided the helmet was silly.
 Ⓓ Tina realized she needed the helmet.

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 and what the author intends to communicate.** Have students scan the interview. Ask: **What did you notice first?** After volunteers respond, say: **I noticed the title first. Then I noticed that the text is an interview between two people. As I read, I'll look for important information in the questions and answers to learn about the person being interviewed.** Have students read the instructions at the top of the page and then read the interview on their own. Direct them to complete the strategy practice activity. Have students share their responses. Then have them complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Determine Important Information* strategy. Point out the chart that accompanies the passage. Say: **When you see a chart along with text, it's helpful to determine the relationship between them. Find out what information they have in common and what each provides that the other does not.** Explain that the chart gives information about the last ten winners of a national spelling bee that takes place every year. Ask: **What does the second column show?** (the spelling word that decided the winner) **What does the third column show?** (the name of the winner) Have students read the passage and complete the practice activities.

DAY 3

Remind students of the *Determine Important Information* strategy. Have students look at the table of contents and the selected page from the book. Ask: **What is the purpose of a table of contents?** (to show how the information in a book is organized) **How many chapters does this book include, besides the introduction and the index?** (six) Make sure students understand that the numbers to the right of the chapter titles indicate the page on which a section begins. Then discuss features of a map (compass rose, cities, area labels, etc.) and ask: **What can a map do that text cannot do?** (show where places are located) Have students study the table of contents and read the text that accompanies the map of Wyoming. Then read the directions for the strategy practice activity aloud. If necessary, review how libraries are organized (fiction, nonfiction, reference, etc.) before students complete the strategy and skill practice activities. Then review the answers together.

DAY 4

Remind students of the *Determine Important Information* strategy. Point out that fliers are intended to attract readers and often contain a variety of information. Tell students that this flier is for a tourist attraction called a corn maze. If necessary, explain that a corn maze is cut through tall corn plants in a field. Have students read the instructions at the top of the page. Model: **This flier advertises a place called the Amazing Maize Maze. The word *maize* comes from a Native American word that means "corn." The flier has a heading, a paragraph of fancy text, some decorative art, a map of the maze, a starburst shape with a price, and plain text under the map.** After students have read the flier carefully, direct them to complete the strategy and skill practice activities.

DAY 5

Remind students of the *Determine Important Information* strategy. Have students look at the table of contents. Ask: **How can you use a table of contents to find information that is important or to find out what is in this book?** (read the chapter titles and determine what each chapter will be about) After students have read the passage, complete the strategy practice activity as a group. Then direct students to complete the skill practice activity independently. Review the answers together.

READ THE INTERVIEW

Think about the information that the interviewer is trying to learn from Janette Flores.

Planning a Beautiful Day

Janette Flores is a wedding planner in Baltimore, Maryland. **Bubbly Bride** magazine wanted to find out what it takes for a professional to plan one of the most important days of someone's life.

Bubbly Bride: What happens in a typical day for a wedding planner?

Janette Flores: Planning a wedding involves much more than the wedding day itself. I start at least six months in advance, calling catering companies and arranging flower deliveries and dress fittings.

Bubbly Bride: What do you do on the day of the wedding?

Janette Flores: I make sure everything goes smoothly. No matter how carefully you plan, there can often be last-minute problems or surprises.

Bubbly Bride: Have you planned any weddings that you think are especially memorable?

Janette Flores: Every wedding I plan is memorable for a different reason. One couple, both scuba divers, wanted to get married under water. Another couple wanted to exchange vows on the train where they had met. The best weddings reflect the couple's personalities.



STRATEGY PRACTICE

Summarize the tasks that Janette Flores does in her job.

SKILL PRACTICE

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

- According to the interview, which is *not* a job for a wedding planner?
 - calling catering companies
 - arranging flower deliveries
 - solving last-minute problems
 - sewing wedding dresses
- What is the purpose of the text between the title and the first question?
 - to tell where the interview takes place
 - to explain when the interview takes place
 - to describe who is being interviewed
 - to name the magazine in which the interview appears
- Who would probably be most interested in reading the interview?
 - a florist
 - a scuba diver
 - a couple that is engaged
 - a married couple
- When does Janette start planning a wedding?
 - the day of the wedding
 - at least six months before the wedding
 - after calling catering companies
 - no more than six months in advance

READ THE PASSAGE Read the passage and study the chart.**Confidence**

What is your *guerdon* (meaning “reward”) for studying spelling? If you’re Sameer Mishra, winner of the 2008 Scripps National Spelling Bee, knowing how to spell *guerdon* meant a reward of scholarships, cash prizes, and the title of the best speller in the United States.

The Scripps National Spelling Bee has challenged students since 1925. Students under the age of 15 train year-round for a chance to show their spelling skills to the world. Round 1 of the spelling bee is a written test. All other rounds are oral competitions. In the final rounds, spellers have one chance to spell a word correctly before elimination. It’s an event that requires a lot of c-o-n-f-i-d-e-n-c-e.



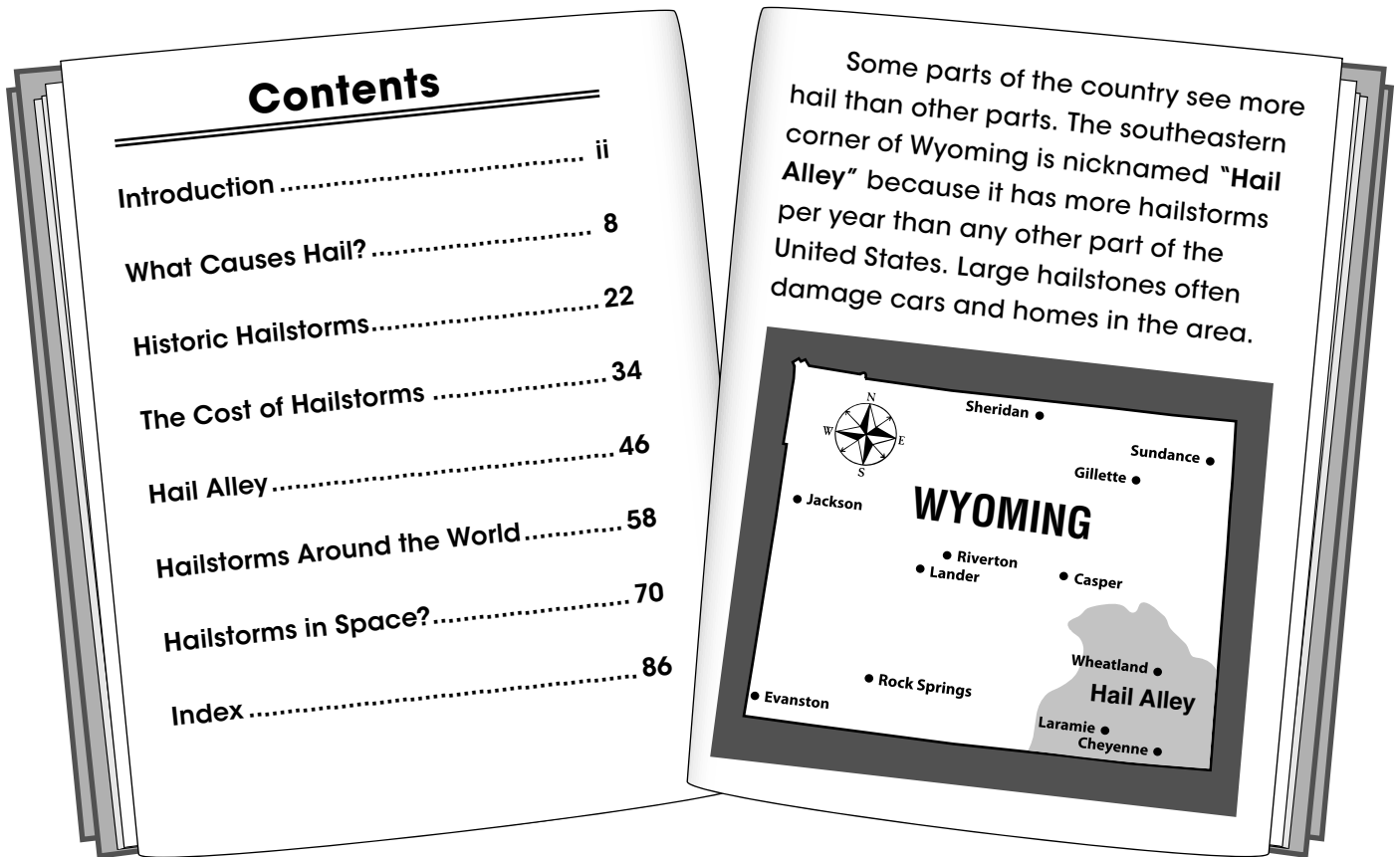
Year	Winning Word	Champion
2001	succedaneum	Sean Conley
2002	prospicience	Pratyush Buddiga
2003	pococurante	Sai R. Gunturi
2004	autochthonous	David Scott Pilarski Tidmarsh
2005	appoggiatura	Anurag Kashyap
2006	Ursprache	Kerry Close
2007	serrefine	Evan M. O’Dorney
2008	guerdon	Sameer Mishra
2009	Laodicean	Kavya Shivashankar
2010	stromuhr	Anamika Veeramani

STRATEGY PRACTICE How might the chart be helpful to students who want to compete in the Scripps National Spelling Bee?**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which final word did Sean Conley spell correctly to become champion in 2001?
 - pococurante
 - appoggiatura
 - guerdon
 - succedaneum
- To compete in the Scripps National Spelling Bee, a student must be _____.
 - 14 years old or younger
 - at least 15 years old
 - 16 years old or younger
 - at least 17 years old
- Which student won in 2007 by spelling the word *serrefine*?
 - Kerry Close
 - Evan M. O’Dorney
 - Sameer Mishra
 - Sai R. Gunturi
- How does the title apply to the passage?
 - Confidence* was a winning spelling word.
 - Confidence* means the same as *guerdon*.
 - To win, spellers must have confidence.
 - Only champion spellers have confidence.

READ THE INFORMATION

Think about the information that these pages tell you about the book.



STRATEGY PRACTICE

In which section of the library would you most likely find this book? Explain.

SKILL PRACTICE

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

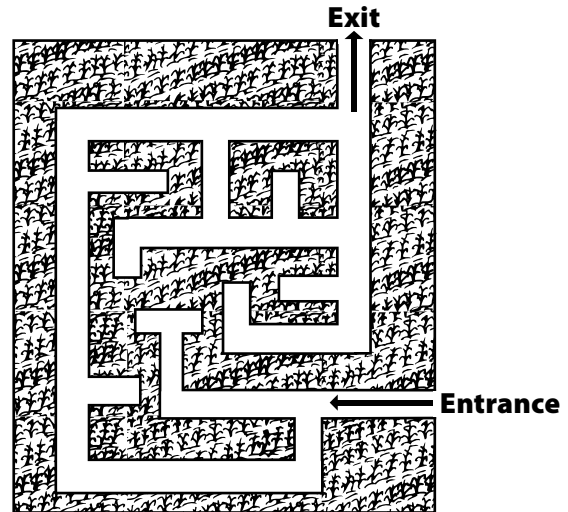
- In which chapter would you find the paragraph and map on the right?
 - "Historic Hailstorms"
 - "The Cost of Hailstorms"
 - "Hail Alley"
 - "Hailstorms Around the World"
- Which of these cities has the most hail?
 - Cheyenne, Wyoming
 - Evanston, Wyoming
 - Casper, Wyoming
 - Jackson, Wyoming
- The best title for this book would be _____.
 - Biggest Storms in History*
 - Hail: Nature's Strangest Storm*
 - Weather Around the Globe*
 - Hail, Tornadoes, and Floods*
- How would someone most likely use the map?
 - to find cities where hail damage occurs most often
 - to travel from Cheyenne to Casper
 - to learn more about Wyoming cities
 - to predict hail in the weekly weather

READ THE FLIER

Think about how the information in the flier is arranged.

Come One, Come All, to the Amazing Maize Maze!

Make your way through a cornfield that has been transformed into a living maze for all ages. Our cornstalks tower six feet high, making this maze a real challenge! Find a way through the maze alone, or use a whistle to call a trained guide to help you through.

**Directions to the Amazing Maize Maze:**

Take I-95 to Polk Road. Turn right onto Polk Road and drive 5.5 miles. Look for the signs after you pass McClintock Drive.

STRATEGY PRACTICE

What information is important to know for people who are worried about getting lost in the maze? Why?

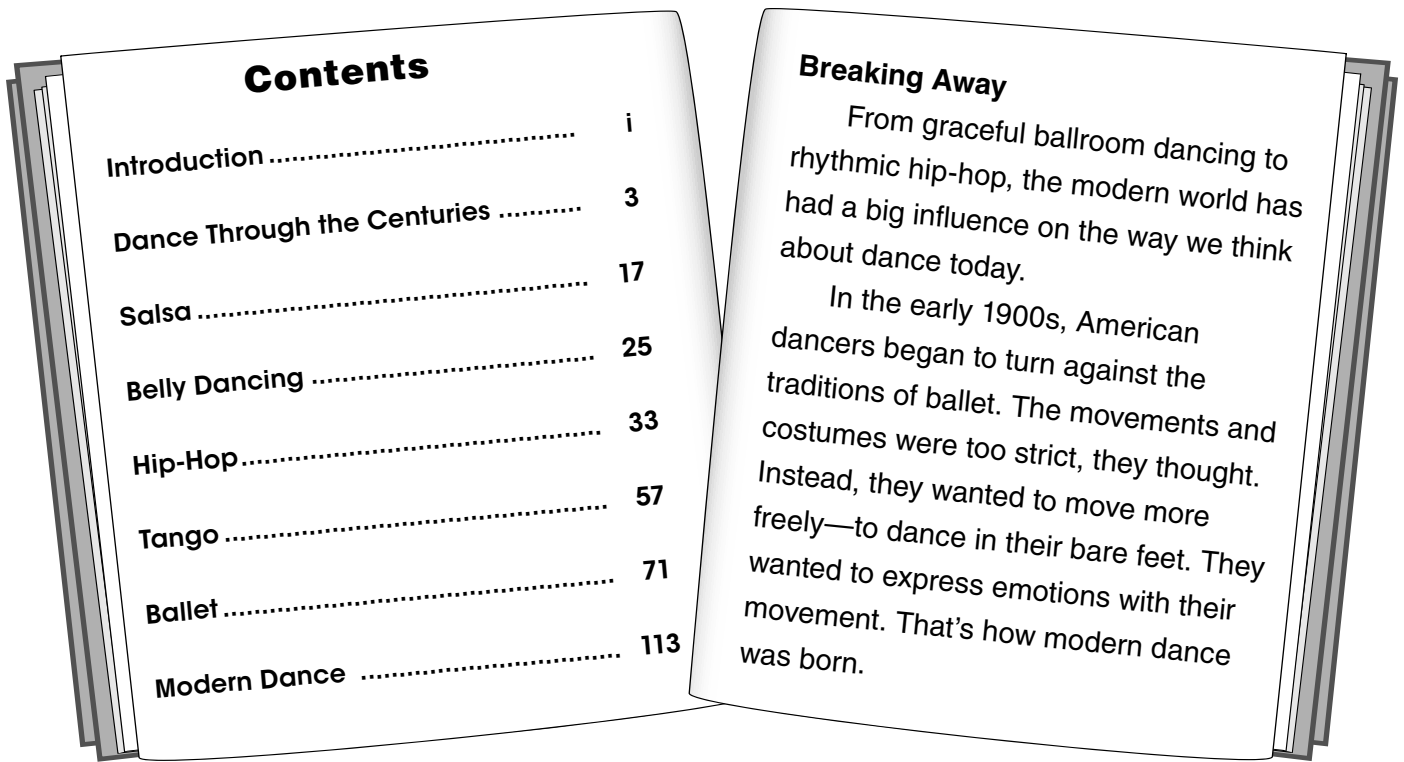
SKILL PRACTICE

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

- What information can you determine from the map of the maze?
 - the location of the maze
 - the cost of admission
 - the best route to take through the maze
 - the height of the cornstalks
- Which of these would a visitor do first upon arriving at the maze?
 - use a whistle
 - pay admission
 - enter the maze
 - find the exit
- What makes the maze challenging?
 - the length of the path
 - the size of the field
 - the height of the cornstalks
 - not having any guides
- When should drivers start looking for signs for the Amazing Maize Maze?
 - while on I-95
 - after passing McClintock Drive
 - before turning onto Polk Road
 - while driving the 5.5 miles on Polk Road

READ THE INFORMATION

Study the table of contents and read the excerpt.



STRATEGY PRACTICE

Which chapter would be most important for someone who wants to research the history of dance? Explain.

SKILL PRACTICE

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

- From the excerpt, you could conclude that _____.
 - modern music has changed dance
 - hip-hop is older than ballroom dancing
 - ballet has not changed since 1900
 - the history of ballet began in 1900
- Which chapter could be added to this book?
 - “Tap Dancing”
 - “Classical Music”
 - “History of Spain”
 - “Satin Shoes”
- In which chapter would you most likely find the “Breaking Away” section?
 - “Tango”
 - “Ballet”
 - “Modern Dance”
 - “Dance Through the Centuries”
- Which style of dance *cannot* be found in this book?
 - salsa
 - belly dancing
 - waltz
 - tango

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 reading.

DAY 1

Introduce the *Ask Questions* strategy and explain: **One way that good readers can check their understanding and stay engaged with the text is to ask questions. We can ask questions before, during, or after reading a passage. 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 a passage about Kobe beef, a special kind of beef produced in Japan. Read the title aloud and invite a volunteer to explain the pun. (*Rare* can mean “special or unusual” as well as “not cooked thoroughly.”) Then read the instructions for the strategy practice activity aloud and direct students to write a question about Kobe beef that they want to learn the answer to. (e.g., Why is Kobe beef special?) When students have finished reading, have them complete the strategy practice activity. If students asked a question that the passage does not answer, invite them to brainstorm ways to find the answers using research resources (e.g., encyclopedia, books, reliable Web sites). Then direct students to complete the skill practice activity. Review the responses together.

DAY 2

Remind students of the *Ask Questions* strategy. Explain that students will read a passage about a basketball player named Julius Erving (also known as Dr. J). Then read aloud the instructions at the top of the page and the first paragraph of the passage. Have students write a question in the space provided for the strategy practice activity. Then direct them to read the passage and complete the strategy and skill practice activities. Invite volunteers to share their questions and answers.

DAY 3

Remind students of the *Ask Questions* strategy and say: **Asking questions as we read helps us check our understanding of the text. It also helps us stay focused. The question you ask yourself may alert you to information in the text that you don’t understand or that you want to know more about.** Read aloud the title and invite volunteers to ask questions based on the title. (e.g., Is the big eater a person? How can a big eater remain little?) Have students read the instructions at the top of the page. Then direct students to read the passage and complete the strategy and skill practice activities. Review the answers as a group.

DAY 4

Remind students of the *Ask Questions* strategy and say: **Asking questions after we read helps us review the text to make sure we understand it. We can ask ourselves the types of questions that we find on tests or in our textbooks.** Inform students that they will be reading about the production of shale oil, an alternative to the liquid oil that is typically pumped from the ground or seafloor. Have students read the passage and make notes of any details they find especially interesting. Suggest that they refer to their notes as they complete the strategy practice activity and then exchange questions with a partner. Invite pairs to share their questions and answers with the group. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Ask Questions* strategy and inform them that they will be reading a story about a boy fishing with his grandfather. Have students read the instructions at the top of the page and then read the story. When students have finished reading, have them complete the strategy practice activity and then discuss it with a partner. Direct students to complete the skill practice activity independently. Review the answers as a group.

READ THE PASSAGE Think of a question to ask about Kobe beef. Look for the answer as you read.

The Rarest Beef

If you like hamburgers, you'd probably love a Kobe burger. Kobe beef comes from a rare type of cattle, called Wagyu. Technically, these cattle are raised only in the Kobe region of Japan. Kobe beef is prized for its flavor, tenderness, and delicate texture.

Wagyu cattle are raised on small farms in the lush green countryside of Japan, where farmland is scarce and, therefore, expensive. The cows have a special diet and are treated well. They even receive massages as a way to relax them and stimulate their muscles. Compared to typical cattle ranches, which tend to be crowded, Kobe farms are like paradise for the cattle.

As you might have guessed, Kobe beef is expensive. A Kobe steak can cost \$100 per pound. By comparison, most American-raised beef costs less than \$10 per pound.

Today, some U.S. ranchers raise Wagyu cattle crossed with Angus beef cattle. They call the meat Kobe-style beef, and many meat-lovers believe that the meat is quite tasty—even though the cows probably do not get massages.

STRATEGY PRACTICE Write a question you have about Kobe beef. Then write the answer if you found it.

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

- Kobe beef tastes different because _____.
 - the cattle farms are crowded
 - the flavor and texture are prized
 - the cows eat special food
 - it costs only \$10 per pound
- The author's main purpose is to _____.
 - give an opinion about the cost of beef
 - explain the best ways to raise cattle
 - convince readers not to eat American meat
 - inform readers about an unusual food
- How is American-raised beef different from Japanese Kobe beef?
 - It has a better flavor.
 - It is less expensive.
 - It comes from cows raised on small farms.
 - It comes from cows that get massages.
- Why does the author compare the size of Kobe farms to typical cattle ranches?
 - to say how to improve American ranches
 - to show that Kobe farms are better for cattle
 - to explain why Wagyu cattle get massages
 - to show how large Wagyu cattle are

READ THE PASSAGE Think of a question about Julius Erving. Look for the answer as you read.**An American Treasure**

Floating, airborne, and focused—these words have often been used to describe how Julius “Dr. J” Erving played basketball. Erving became one of the best players in the sport. He forever changed the way people played basketball.

Erving started playing professional basketball in the 1970s. The sport was different then. It was mainly a floor game, with players running back and forth across the court. Unlike other players, Erving found that his skill was in the air, because he could leap far and high. He soon became known for his slam-dunks, which were not as common in the 1970s as they are today. Most players scored by throwing the ball toward the basket from far away. But Erving flew toward the board with the ball in hand, spinning his body in the air before sending the ball down through the hoop. This tremendous skill helped the teams he played for win three championships.

Dr. J says of his life, “I saw that basketball could be my way out, and I worked hard to make sure it was.” This inspiring athlete discovered his unique skill early on and used it to his advantage throughout his life.

STRATEGY PRACTICE Write a question about Julius Erving. Then write the answer if you found it.

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

- How does the author probably feel about Julius Erving?
 - disappointed
 - inspired
 - surprised
 - worried
- In what way was Dr. J different from other basketball players?
 - in the number of points he scored
 - in the way he moved through the air
 - in the number of championships he won
 - in how old he was when he played
- What is probably the reason that the author wrote “An American Treasure”?
 - to explain how basketball has changed
 - to describe the history of basketball
 - to entertain readers with a story
 - to tell about a great basketball player
- Which statement is a theme of the passage?
 - Basketball is an amazing sport.
 - Dr. J worked hard at basketball.
 - Erving changed basketball as a sport.
 - Dr. J was best known for his slam-dunks.

READ THE PASSAGE

Stop after you read each paragraph and ask yourself a question about what you have read.

America's Littlest Big Eater

Think of the biggest meal you've ever eaten. It's likely that Sonya Thomas has eaten a lot more than that. The petite woman weighs only about 100 pounds, yet she has smashed national and international records in competitive eating. Competitive eating events are contests to see who can eat the most of a certain kind of food in a set amount of time. When it comes to this competition, dainty diners need not apply.

Have you ever eaten lobster? Sonya can eat 44 of them in 12 minutes. How about french fries covered in chili and cheese? Sonya once ate more than 8 pounds of them in 10 minutes. Sonya has eaten 65 hard-boiled eggs in 6 minutes and 40 seconds. That's about half the time it takes to cook a single egg! You might eat a slice of cheesecake for dessert. Sonya once consumed 11 pounds of this rich dessert in just 9 minutes.

Sonya stays in shape by eating lots of fruits and vegetables and by avoiding junk food, except in competitions. She also exercises regularly. These habits not only help keep Sonya Thomas healthy but allow her to perform better in competitions.

STRATEGY PRACTICE

Write a question that you thought of while reading. Write the answer if you found it.

SKILL PRACTICE

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

- What is one theme of the passage?
 Ⓐ Dieting is important for good health.
 Ⓑ Exercise is important for good health.
 Ⓒ Even competitive eaters can stay in shape.
 Ⓓ To win, competitive eaters must be dainty eaters.
- How are all eating contests alike?
 Ⓐ Participants are weighed beforehand.
 Ⓑ Participants must enjoy the food.
 Ⓒ Each event lasts only 10 minutes.
 Ⓓ Each event is timed.
- How are competitive eaters different from regular eaters?
 Ⓐ Competitive eaters usually weigh less.
 Ⓑ Regular eaters do not eat junk food.
 Ⓒ Competitive eaters eat more food in less time.
 Ⓓ Regular eaters do not like competition.
- Why does the author mention Sonya's weight?
 Ⓐ to encourage readers to eat healthy foods
 Ⓑ to persuade readers to try competitive eating
 Ⓒ to prove that appearance can be misleading
 Ⓓ to explain why Sonya is successful

READ THE PASSAGE As you read, think of questions about the topic of shale oil.**Oil from a Stone**

It may seem impossible to remove oil from a stone, but that hasn't stopped people from trying. Scientists argue that with new technology and creative thinking, getting oil from a stone may not be as difficult as we think. Of course, it also takes the right kind of rocks.

Shale oil is oil that exists in solid form within rock. This unique oil was formed from fossilized creatures from the Tertiary (TUR-shee-air-ee) period, about 65 million years ago, and high levels of heat and pressure.

Mining shale oil is much more difficult than removing liquid oil. Workers must take extra care to protect the surrounding area during this difficult procedure. Otherwise, the process can cause erosion and can pollute the groundwater. In addition, shale oil must be heated to extreme temperatures and must be refined even further after it has been pulled from the ground. The refining process, like the mining process, takes a lot of water. This is another serious concern.

Although it is hard to collect, shale oil has long-term potential. There is enough shale oil in the western United States to meet current oil demands for about 400 years. Some people say that with enough funding for research, shale oil could be collected easily one day.

STRATEGY PRACTICE Write a question that the passage answers. Then have a partner answer it.

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

- What is the purpose of the last paragraph?
 - to emphasize that extra care must be taken in collecting shale oil
 - to persuade readers to use less oil
 - to argue that shale oil is too difficult to collect
 - to convince readers that research is worthwhile
- How are shale oil and liquid oil different?
 - Shale oil is more difficult to mine.
 - Mining liquid oil causes more erosion.
 - Liquid oil requires more refining.
 - Shale oil is easier to cool.
- How are shale oil and liquid oil alike?
 - High temperatures are needed to extract them.
 - Neither is found in the United States.
 - More research is needed to collect them easily.
 - Both are found in the ground.
- Which quote best shows concern for the environment?
 - "Shale oil must be heated to extreme temperatures . . ."
 - "Workers must take extra care to protect the surrounding area . . ."
 - ". . . shale oil has long-term potential."
 - ". . . with enough funding for research, shale oil could be collected easily one day."

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

The First Fish

David and his grandfather had been fishing all day. Right before the sun went down, David finally felt a fish take the bait. "Gotcha!" he called out, reeling in his line.

David's grandfather watched his grandson's struggle. He tipped open the cooler between them, where the eight fat fish he had caught earlier were placed on ice. "Easy now," he advised David. "You don't want to pull him in too fast."

Ignoring his grandfather, David jumped to his feet and turned the reel as fast as he could. "I can't let him get away! I've been waiting all day for this!"

Just when it seemed as if the fish would surface, David toppled backward onto the dock. The line had snapped, and it lay loosely coiled up across David's lap. His face fell. "There goes my first fish," he mumbled sadly.

His grandfather smiled knowingly. "It won't be your last," he said. "You'll bring in the next one."

STRATEGY PRACTICE Write a question you have about the story. Discuss it with a partner.

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

- How are David and his grandfather different?
 - David is calmer.
 - David is less patient.
 - David is better at fishing.
 - David is less interested in fishing.
- What is the author's main purpose in writing the story?
 - to teach the value of listening to good advice
 - to tell a story about how a boy and his grandfather become closer
 - to explain the best techniques for catching fish
 - to persuade people to go fishing
- What is one theme of the story?
 - Age brings experience and wisdom.
 - Young people need to behave well.
 - Fishing is an activity for older people.
 - Honesty is important.
- What is the main idea of the last paragraph?
 - David should give up fishing.
 - David should keep trying.
 - David's grandfather plans to play a trick on David.
 - People should forget about their own mistakes.

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

Explain to students that reading comprehension almost always involves looking for the main idea and details. Say: **Each passage has a main idea, or what the passage is mostly about. In general, every paragraph of a passage also has a main idea. Sometimes the first sentence of the paragraph gives the main idea.** Demonstrate by reading aloud the first sentence of the letter's second paragraph and ask: **What do you think this paragraph will be about?** (Melissa can't decide what to write.) Say: **Important details support the main idea of a paragraph or passage. Good readers can distinguish between details that support the main idea and those that give extra information.** Remind students of the *Monitor Comprehension* strategy (Week 1). Tell them to read slowly and to study the details in each paragraph to determine the main idea. Then direct students to read the letter and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students that the main idea is what a passage or a paragraph is mostly about, and that details support the main idea. Read aloud the title of the passage and explain, if necessary, that *millenium* means "a thousand-year period." Then remind students of the *Visualization* strategy (Week 3). Explain: **Good descriptions often include details that help us visualize a person, event, or thing that the text describes. As you read, try to visualize the dog that is described in this passage.** When students have finished reading the passage, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Sequence* skill. Explain: **Sequence can refer to the order of items in a series, the order in which events occur, or the order of steps you follow in a procedure, such as making a sandwich.** Tell students that they will read about an unusual swim club. Say: **As you read, pay attention to the suggestions for new members, which follow a certain order.** Remind students of the *Monitor Comprehension* strategy. Say: **One way to monitor comprehension is to take notes and underline text as you read.** Read aloud the directions for the strategy practice activity and tell students to look for words and phrases that help them understand the actions of club members. Then direct students to read the passage and complete the skill and strategy practice activities.

DAY 4

Remind students of the *Sequence* skill. Tell students they will read a passage about a family's visit to Hong Kong. Say: **As you read, note what happens first, next, and so on.** Then remind students of the *Visualization* strategy. Encourage them to picture each site as Mira sees it, following along as if they were on the journey. Say: **Making a mental image of each site will help you understand Mira's trip.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice identifying the main idea and details and paying attention to the sequence of events as they read a story about two children with a treasure map. Review the *Monitor Comprehension* strategy. Say: **Before reading the story, read each item in the skill practice activity. Then, as you read, look for the information you need to answer the questions.** Have students read the instructions at the top of the page and then read the story. Then direct students to complete the skill and strategy practice activities. Review the answers together.

READ THE LETTER

Read each paragraph of Melissa's letter. Decide what it is mostly about.

Dear Johanna,

How are you? My name is Melissa. I've been looking forward to having a pen pal for a long time now. I hope we can become great friends!

Ever since I got your name and address from my teacher, Mrs. Sands, I have been thinking about what to write. First, I thought of giving you a description of what it's like to go to school here in Minnesota, but then I figured you could look up Minnesota on the Internet and read about it yourself. Then I had the idea to tell you about my family, but I realized that the story of my little brother losing a tooth or the time we got a new kitten might be kind of boring. After that, I thought about asking you questions about what it's like to live in Belgium, but I was afraid you might think my questions were silly.

I guess I can tell you a little about myself. In fact, you've probably already learned one thing about me. I sometimes have a hard time making up my mind! I hope you will write me back anyway.

Sincerely,
Melissa

SKILL PRACTICE

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

- How did Melissa first hear about Johanna?
 - She saw an ad in the newspaper.
 - She got Johanna's name and address from her teacher.
 - She read about the pen pal program on the Internet.
 - She got a letter from Johanna.
- Why does Melissa decide *not* to ask Johanna what Belgium is like?
 - She thinks her questions might sound silly.
 - She visited Belgium in the past.
 - She does not want to get to know Johanna.
 - She already has a pen pal in Belgium.
- What is the main idea of Melissa's letter?
 - She wants to become friends with Johanna.
 - She does what Mrs. Sands tells her to do.
 - She lives in Minnesota.
 - Her little brother recently lost a tooth.
- According to Melissa, which topic might be too boring for her letter?
 - going to school in Minnesota
 - Johanna's life in Belgium
 - her own personality traits
 - details about her family

STRATEGY PRACTICE

Write the main idea of the third paragraph in your own words.

READ THE PASSAGE Look for colorful details that tell about the topic of the passage.

Dog of the Millennium

You may have heard of dogs that can shake hands and roll over, but have you ever heard of a dog that knows more than 100 commands? For Endal, a yellow Labrador retriever, learning all those commands was just part of his job as a service dog. After naval officer Allen Parton suffered an injury in the Gulf War and was confined to a wheelchair, Endal came to live with Parton to help him recover from his injuries and resume a normal life.

Endal had to learn a lot in order to help his human partner. He learned to stand on his hind legs to pay for and collect a bus ticket. He even learned how to use a credit card at the grocery store! One time when Parton was struck by a car and thrown from his wheelchair, Endal covered him with a blanket, brought him a mobile phone, and alerted help. Endal's quick thinking and helpful response explains why Parton thought of the dog more as a partner than as a pet. It's no wonder that this wonder dog was named "Dog of the Millennium" by *Dogs Today* in 2002.

When Endal passed away at the age of 13, Parton felt sad but grateful. "He will be missed, but I really want to celebrate his life," Parton said.

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

- What is the main idea of the passage?
 - Labrador retrievers make good pets.
 - Endal was a well-trained service dog and a good friend.
 - Endal knew a lot of commands.
 - Allen Parton eventually resumed a normal life.
- According to the passage, when did Endal enter Allen Parton's life?
 - after Parton was injured in the Gulf War
 - after Endal was named Dog of the Millennium
 - after Parton was hit by a car
 - before Endal learned any commands
- Which of these was *not* mentioned as one of Endal's special skills?
 - buying a bus ticket
 - using a credit card
 - shaking hands and rolling over
 - fetching a mobile phone
- Where does the title of the passage come from?
 - the lessons Endal learned over time
 - the name that Parton called Endal most often
 - the name that Endal received from his service training program
 - the name given to Endal by *Dogs Today* magazine

STRATEGY PRACTICE What details describe what Endal did when Parton was hit by a car? Describe how you visualized the scene.

READ THE PASSAGE Pay attention to the order of events for swimming with the Polar Bear Club.

The Coolest Club Around

Every Sunday from November through April, a group of men and women run shouting into the freezing waters of the Atlantic Ocean off the coast of New York City. Are they crazy? Maybe. Do they have a great time? Definitely.

The Coney Island Polar Bear Club was founded in 1903 by Bernarr Macfadden. He believed that a daily dip in cold water had big health benefits. He proclaimed this theory while in the freezing water as onlookers gawked. Today, men and women still flock to the Polar Bear Club's weekly outings as a way to "chill out." Water temperatures vary from about 60°F, down to about 33°F. Add to that the windchill factor, and you have one frosty swim!

Swimming with the Coney Island Polar Bear Club takes some preparation. First, you should check with your doctor before swimming in cold water to make sure you're in good physical health. Next, you'll need a bathing suit and a warm towel. Most members also wear special boots that protect their feet from rocks and other sharp objects on the beach. The boots also help keep their feet warm in the freezing water.

Once you're ready to go, it's just a matter of gathering the courage to make that big leap. Plenty of people end up at the water's edge and turn away at the last second. If you're sure you want the Polar Bear experience, you might want to bring a friend who won't let you leave until you've taken the plunge!

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

- According to the passage, what should new Polar Bear Club members do before entering the water?
Ⓐ warm up with exercises
Ⓑ make a friend go in first
Ⓒ turn away at the last second
Ⓓ check with their doctor
- What is the last step in preparing to swim with the Polar Bear Club?
Ⓐ consult the weather
Ⓑ gather the courage to get in the water
Ⓒ bring a bathing suit and towel
Ⓓ wear protective boots
- What happened after Macfadden founded the Coney Island Polar Bear Club?
Ⓐ Other people joined.
Ⓑ Everyone believed swimming in cold water was healthful.
Ⓒ He began selling special swim boots.
Ⓓ He quit the club in April 1904.
- When should Polar Bear Club members put on special protective boots?
Ⓐ after they leave the water
Ⓑ while walking on rocks near the beach
Ⓒ before they step onto the beach
Ⓓ while swimming in the cold water

STRATEGY PRACTICE Underline the words and phrases that helped you understand what the people in the club do and why they do it.

READ THE PASSAGE Think about the sequence of events in Mira's visit to Hong Kong.

Mira's Visit

From the moment the airplane touched down at the Hong Kong airport, Mira knew she was in for an adventure. The busy airport was full of people bustling about. The people looked like they came from all over the world. Mira heard bits of conversation in many different languages.

Mira and her parents hurried to the hotel, where they checked in and dropped off their luggage. They were eager to begin exploring the city. Mira's dad brought a map and a detailed plan of what sights they would see.

The first stop on the list was the Hong Kong Wetland Park, just outside the city. The peaceful park had lots of places to walk, and Mira enjoyed sketching pictures of wildlife, including a crocodile lounging beside its private pool. On the train back to the city, the family marveled at the towering skyscrapers. Next, they stopped at the Science Museum, where Mira and her mom visited the World of Mirrors exhibit. After a lunch of local treats from a street-food cart, the family rushed to Victoria Harbor for the "Symphony of Lights." In the light show, beams of light were projected onto the buildings around the harbor and reflected off the calm waters below.

The family returned to the hotel, ready for a good night's sleep. Mira looked forward to another day of fun in Hong Kong. She was amazed to think of all they had done on their first day!

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

1. What did Mira and her family do before exploring Hong Kong?
 A They ate a meal at a street cart.
 B They left their luggage at the hotel.
 C They marveled at the city's skyscrapers.
 D They rode on a train.
2. What did the family plan to do first?
 A see a light show at the harbor
 B go to a science museum
 C go to a wildlife park
 D enjoy lunch
3. When did the family eat lunch?
 A after leaving the Science Museum
 B before visiting the World of Mirrors exhibit
 C after watching the "Symphony of Lights"
 D after taking a nap at the hotel
4. When did Mira first realize that Hong Kong was probably a busy city?
 A when she sketched a crocodile
 B when she saw the towering skyscrapers
 C when she and her family returned to the hotel
 D when she and her family arrived at the airport

STRATEGY PRACTICE Choose one of the sites that Mira visited. Describe your mental image of it.

READ THE PASSAGE Think about what Alex does and the order in which he does those things.

Hidden Treasure

When Alex first looked at the map, he thought it was just an old piece of newspaper. Looking closer, however, he noticed the instructions. He ran across the beach to show it to his older sister.

“Nina! Look at this!” he shouted, waving the map in her face. “What does it say?”

Nina stopped working on her sand castle and took the map from Alex’s hands. “Start at the dock and take three steps toward the water,” she read aloud. “Turn to the right and walk 20 steps. Dig 1 foot down for the key.’ Alex, what is this?”

“It’s a map for a hidden treasure!” Alex said breathlessly. He grabbed the map and struggled to sound out the words, reading slowly. “‘Carry the key to the old boathouse.’ Where’s the boathouse, Nina?”

“It’s over there,” said Nina as she pointed toward the dock. “The instructions say to look for a yellow bird cage and then find a second key. Where did you get this map, Alex?”

Alex pointed toward a cluster of beach umbrellas. “Dad gave it to me,” he said. Nina thought she could see their father pretending to read while he watched them talk, but he quickly ducked back behind his book. “He said a pirate gave it to him!” Alex exclaimed.

“I see,” Nina said. She thought for a moment and then smiled brightly. “Well, let’s go find some treasure.”

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

1. What did Alex think the treasure map was at first?
 Ⓐ a list of instructions
 Ⓑ part of a beach umbrella
 Ⓒ a page from his father’s book
 Ⓓ an old piece of newspaper
2. What is the first instruction on the treasure map?
 Ⓐ dig one foot down
 Ⓑ start at the dock
 Ⓒ look for the yellow birdcage
 Ⓓ find a second map
3. How did Alex get the treasure map?
 Ⓐ His sister found it in a sand castle.
 Ⓑ A pirate gave him directions to it.
 Ⓒ His father gave it to him.
 Ⓓ He found it in a book.
4. What does the map tell Nina and Alex to do after they find the oar house?
 Ⓐ find the first key
 Ⓑ walk 20 paces to the right
 Ⓒ look for a yellow birdcage
 Ⓓ find a cluster of beach umbrellas

STRATEGY PRACTICE Reread the last two paragraphs. Why does Nina say, “I see”? What does she realize?

Cause and Effect

Students practice identifying cause-and-effect relationships as they look for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine parts of the passage that can be proved (facts) or that represent what someone thinks or feels (opinions).

DAY 1

Introduce the *Cause and Effect* skill. Explain: **Something that happens because of something else is an effect. The reason it happens is the cause.** If you have dominoes in your classroom, use them to model cause and effect. Set up a few, and touch the first domino to trigger a chain reaction. Ask: **What caused the dominoes to fall?** (touching the first domino) **What was the effect of touching the first domino?** (The others fell.) Tell students to look for causes and effects as they read a passage about making paper. Say: **Notice each step in the process. Think about the result of each step, or what is supposed to happen, and why.** Then remind students of the *Determine Important Information* strategy (Week 5). Point out that identifying key information helps you see causes and effects. Say: **As you read, think about what you would tell another person about making paper. This is a good way to determine important information about papermaking.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Cause and Effect* skill. Remind students that an effect is what happens, and a cause is why it happens. Say: **You are going to read a passage about an unusual monument in Wyoming. As you read, think about why the monument was built, what makes it unusual, and why so few people know about it.** Invite volunteers to locate Wyoming on a U.S. map. Point out the location of the monument, which is in the southeast corner of the state. Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself questions to find the causes and effects in the passage.** Direct students to read the passage and then complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Fact and Opinion* skill to students. Say: **A fact is something that is true and that can be proved. An opinion is a statement that shows what someone thinks, feels, or believes.** Write *Leaves make food for plants* and *Leaves are beautiful* on the board. Have students identify which is a fact and which is an opinion. Then explain: **We can research to prove that leaves make food, but we cannot prove that leaves are beautiful. Writers often make some statements that are facts and some that express opinions. As a reader, you need to figure out which details are which.** Remind students of the *Determine Important Information* strategy. Point out that dates often indicate significant facts. Say: **As you read the passage, underline the dates. This will help you locate important information about certain events and when they occurred.** Direct students to read the passage and complete the skill practice activity. Review the answers together. Then pair students to complete the strategy practice activity. Ask pairs to share their timelines with the group.

DAY 4

Review the difference between fact and opinion. Inform students that they will read a passage about hot peppers. Then remind students of the *Ask Questions* strategy. Say: **Asking yourself questions as you read will help you distinguish facts from opinions.** Have students read the passage and then complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice identifying cause and effect as well as distinguishing fact and opinion as they read this story about a piano recital and a good luck charm. Say: **Think about what the author wants you to learn from the story. What does Deisha believe about the stone, and how does her belief change?** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about the process of making paper and the result of each step.

Handmade Memories

Paper plays a major role in much of our lives, from books and magazines to birthday cards and notebook paper. For many people, making their own paper is a way of expressing their personalities. It is also a fun recycling project.

Making paper requires only a few special tools, including a blender and a small wire mesh screen. You can use computer paper, old cards, letters, and construction paper as your basic papermaking materials. If you want to make a darker paper, try using or adding newspaper. Materials such as colored string, rose petals, or even old bluejeans can add interesting tints and textures to your paper.

To start, tear or cut up the old paper you are using into small pieces. Add the cut pieces to warm water, and process the mixture in a blender until it is thick and soupy. Then, add any other materials you want to use, such as bits of string. Next, spread the mixture on a screen. Using a cloth, press all the moisture out of the paper through the screen. Then, carefully peel the damp paper away from the screen and let it dry for a few hours. When it has dried, you can use your paper in any way you choose.

Making your own paper allows you to add your special touch to an everyday material. Just think of all the people you could impress with your handmade paper gifts!

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

- Which material would probably *not* give handmade paper an interesting color?
Ⓐ green construction paper
Ⓑ rose petals
Ⓒ old bluejeans
Ⓓ white string
- Why do you press the soupy mixture onto a screen, according to the passage?
Ⓐ to give the paper an interesting texture
Ⓑ to get the moisture out
Ⓒ to thicken the mixture
Ⓓ to make the paper darker
- You probably tear or cut up the paper before putting it in the blender to _____.
Ⓐ hide any writing on the old paper
Ⓑ personalize the look of the finished paper
Ⓒ make the paper easier for the blender to shred
Ⓓ give the paper an interesting texture
- A blender works well for making paper because _____.
Ⓐ it does not cost much money
Ⓑ almost everyone owns one
Ⓒ it shreds and mixes the materials
Ⓓ it keeps the water warm

STRATEGY PRACTICE Write a brief summary of how to make paper, according to the passage.

READ THE PASSAGE Think about why the pyramid was built and what is happening to it today.

A Pyramid in Wyoming

When you think of pyramids, you probably picture one in Egypt or Mexico. Did you know that there is also a pyramid in the United States? Not many people do. You can find the pyramid, called the Ames Monument, off a quiet dirt road in the southeast corner of Wyoming.

Back in the 1800s, two brothers named Oliver and Oakes Ames worked with the Union Pacific Railroad to build railroad tracks that stretched across the country. This was a spectacular feat. However, Oakes was later charged with dishonest business practices, so the Ames brothers and the railroad company gained a bad reputation. After the Ames brothers died, the people who ran Union Pacific wanted to restore the company's public image. So they built a monument near Sherman, a quiet town at the highest point along the rail line. The builder used blocks of pink granite found in the area to construct the monument—a 60-foot pyramid. An artist added two 9-foot-tall carved portraits, one of each Ames brother.

At one time, train passengers traveling through the area could get off the train and view the pyramid up close. However, since then, the railroad tracks have been moved and the town of Sherman no longer exists. Few people come to see the Ames Monument anymore, and the odd structure has fallen into disrepair. As a result, this pyramid may eventually vanish into history.

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

1. According to the passage, why did Union Pacific build the pyramid?
Ⓐ to give passengers something to look at
Ⓑ to improve the railroad's public image
Ⓒ to impress the Ames brothers
Ⓓ to compete with Egyptian pyramids
2. Which of these was an effect of Oakes Ames being charged with dishonest business practices?
Ⓐ The Ames brothers moved to Sherman.
Ⓑ People stopped taking the train.
Ⓒ Union Pacific gained a bad reputation.
Ⓓ An artist carved Oakes Ames's portrait.
3. According to the passage, why might the pyramid vanish into history?
Ⓐ It is already falling apart.
Ⓑ The railroad tracks were moved.
Ⓒ The town of Sherman no longer exists.
Ⓓ People do not remember the Ames brothers.
4. What is the most likely reason that few people visit the pyramid today?
Ⓐ Passenger trains no longer stop there.
Ⓑ Union Pacific built a different monument.
Ⓒ The Ames brothers died.
Ⓓ The pyramid is in disrepair.

STRATEGY PRACTICE Write a question about the Ames Monument. Write the answer, too, if the passage provides that information.

READ THE PASSAGE Think about which details are facts and which express the author's opinions.

The World's Loneliest Phone Booth

For almost 40 years, a lone phone booth stood in the Mojave Desert, about 75 miles southwest of Las Vegas. It was likely installed for local miners around 1960. The glass panels were long gone from the booth by 1990, and the phonebook had been stolen. But a visitor to the booth in 1990 found that the telephone still worked. For the next 10 years, the world's loneliest phone booth became one of the oddest attractions in the world.

After its phone number was published on the Internet, the phone in the Mohave booth began to ring more often. Visitors to the phone booth would often camp out, waiting for a chance to answer the special phone. Calls came in from many different states and even different countries. Visitors were thrilled to be able to answer the phone and talk to strangers from distant places. They were happy to share their own stories as they "reached across the miles."

In May 2000, Pacific Bell Telephone Company quietly removed the phone booth. The company said that visitors were causing too much stress on the environment. Fans of the booth protested, insisting that the phone booth had become a work of art. Later, a plaque was placed at the site as a tribute, but it also vanished. In the end, the phone booth left no trace on the desert that had hosted it. Fans of the phone booth, however, can still hear the dial tone in their hearts.

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

- Which statement expresses an opinion about the Mohave phone booth?
 Ⓐ It was located in California.
 Ⓑ Fans protested when it was removed.
 Ⓒ Calls came to it from around the world.
 Ⓓ It was the world's loneliest phone booth.
- Which statement is a fact about the phone booth?
 Ⓐ It was a work of art.
 Ⓑ It was an odd attraction.
 Ⓒ Its glass panels were gone by 1990.
 Ⓓ A phone booth does not belong in a desert.
- Based on the passage, which statement is fact?
 Ⓐ A plaque was installed at the site.
 Ⓑ The fans did not protest enough.
 Ⓒ The plaque was probably stolen.
 Ⓓ The phone booth was lonely.
- Which statement expresses an opinion about fans of the phone booth?
 Ⓐ Fans said the phone booth was a work of art.
 Ⓑ People waited in line to answer the phone.
 Ⓒ Fans cared too much about the phone booth.
 Ⓓ Visitors shared stories with strangers.

STRATEGY PRACTICE Make a timeline of the Mojave phone booth's most important dates.

READ THE PASSAGE Think about the facts and opinions that the author expresses about peppers.

How Hot Is That Pepper?

If you love hot, spicy foods, you probably love hot peppers! The spiciness in peppers is determined by special chemicals. If a pepper has a lot of these chemicals, it will be hot.

The heat in peppers is measured using the Scoville scale, which is named after the man who invented it, Wilbur Scoville. Bell peppers are at the bottom of the scale because they don't have much of the chemical that makes peppers hot. Pepperoncini (pep-ur-ohn-CHEE-nee), which usually are pickled, are somewhat hotter than bell peppers. Spicier still are Anaheim and poblano peppers, which are good for mild sauces or for roasting and stuffing with cheese. Then there's the famous jalapeño pepper, found in spicy dishes worldwide. With a Scoville heat unit (SHU) rating of 2,500 to 8,000, this little green pepper makes salsas sing with flavor.

Many peppers are hotter than the jalapeño, but not many mouths can tolerate peppers that have the highest Scoville ratings. Some yellow Hungarian wax peppers are nearly twice as hot as a jalapeño. Cayenne pepper, often sold in powder form, can be 10 times as hot. But even these peppers pale in comparison to the ghost chili pepper.

The ghost chili pepper, which comes from India, currently holds the record as the hottest pepper in the world, with a Scoville rating of over one million. Some farmers in Africa grow these peppers around their crops to keep wild elephants out of their fields. Now that's a powerful pepper!

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

- Which statement from the passage is an opinion?
 - Anaheim peppers can be roasted and stuffed.
 - Not many mouths can tolerate the hottest peppers.
 - Poblano peppers are spicier than pepperoncini.
 - Bell peppers are lowest on the Scoville scale.
- Which statement is an opinion about the ghost chili pepper?
 - It is the hottest pepper in the world.
 - It has a Scoville rating of over one million.
 - It is grown in India.
 - Other peppers pale in comparison to it.
- Based on the passage, which statement is an opinion?
 - Fans of spicy foods will love hot peppers.
 - The Hungarian wax pepper is yellow.
 - Jalapeño peppers are used worldwide.
 - Special chemicals determine the level of spiciness in peppers.
- Which statement is a fact about the Scoville scale?
 - The best peppers have the highest SHU.
 - It measures the length of peppers.
 - Ratings are expressed in SHUs.
 - It was named after a pepper farmer.

STRATEGY PRACTICE What questions do you still have about spicy peppers? Write one.

READ THE PASSAGE

Think about what happens to Deisha and why.

Good Luck Charm

Deisha paced back and forth as she waited backstage. This would be her most important piano performance yet. At ten years old, she was the youngest performer in the recital. She had practiced playing her song more than 30 times that week. When she closed her eyes at night, the music played over and over again in her head.

Now that the day had arrived, Deisha was not sure she was ready. She smoothed her hair and picked a piece of lint from the new dress that her mother had bought for her. She noticed that her hands were shaking. How could she play the notes of the song if her hands were shaking? She tried to concentrate on steadying them, but they only shook more.

Deisha's piano teacher, Ms. Neal, leaned down to speak to her. "I have something for you," she said, pressing a smooth black stone into Deisha's hand. "It's a special stone. There's no other one like it in the world. You've practiced so much, you don't need anything else."

The stage lights reflected off the polished rock. "Thank you," Deisha said.

When Deisha's name was called, she rubbed the stone, stepped onto the stage, and played better than ever. After her performance, she noticed that Ms. Neal had a whole bag of black stones. "Why did you say this one was so special?" she asked.

Her teacher responded, "Because, like your talent, it belongs only to you."

SKILL PRACTICE

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

- Deisha most likely hears the piano music in her head at night because _____.
 Ⓐ she has practiced so much
 Ⓑ she listened to a recording of it earlier
 Ⓒ it is her teacher's favorite song
 Ⓓ she wants to remember it forever
- Why does Deisha practice more than 30 times during the week?
 Ⓐ She wants to be prepared for the recital.
 Ⓑ She has nothing better to do.
 Ⓒ Ms. Neal tells her to do so.
 Ⓓ She wants to earn a good luck charm.
- Which of these is a fact?
 Ⓐ Performing in front of people is scary.
 Ⓑ Playing the piano is difficult.
 Ⓒ Being nervous can make your hands shake.
 Ⓓ Deisha should not be nervous.
- Which statement suggests what the author probably believes?
 Ⓐ Practice leads to a perfect performance.
 Ⓑ Rubbing a stone can bring good luck.
 Ⓒ A new dress can bring good luck.
 Ⓓ People are talented in their own way.

STRATEGY PRACTICE

Write a short summary that tells the main message of the story.

Compare and Contrast

Students practice comparing and contrasting by looking for 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.

DAY 1

Introduce the *Compare and Contrast* skill to students. Say: **When we look at how two or more things are similar, we are comparing. When we look at how they are different, we are contrasting.** Draw a Venn diagram and label the two circles “egg” and “golf ball.” Invite volunteers to list similarities and differences between these two objects. (e.g., Both are round and white. One is a food, and the other is used in sports.) Read aloud the instructions at the top of the page. Then remind students of the *Make Connections* strategy (Week 2). Ask: **Have you ever worked on a project with a friend or relative who has a different idea of how to do the project?** Then say: **As you read the story, think of that experience to help you understand how the characters in the story feel.** Direct students to read the story and complete the skill and strategy practice activities on their own. Review the answers as a group.

DAY 2

Remind students of the *Compare and Contrast* skill. Tell them that they are going to read an account of an unusual flight. Read aloud the instructions at the top of the page. Then say: **As you read, think about what makes this flight unusual. Compare what happens with what the pilot expected to happen.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **Taking notes while you read is a good way to focus and check that you understand what you are reading.** Direct students to read the passage and, as they read, to jot down notes about the details of Larry Walters’ aircraft. When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Make Inferences* skill to students. Explain: **Writers don’t always tell us everything directly. Sometimes we have to figure out the missing information. When we infer, we use clues from the text and our own knowledge to figure out information that the writer did not include.** Read aloud the instructions at the top of the page and the first paragraph. Model: **Even though the writer doesn’t say exactly that the deepest hole on Earth is over 7.5 miles deep, I can make this inference based on the third sentence and the last sentence in this paragraph. I also use what I know about distance to understand that 7.5 miles would be very deep!** Remind students of the *Make Connections* strategy. Say: **Making connections helps you make inferences because it gets you to think about what you already know.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers as a group.

DAY 4

Review with students the concept of making inferences. Read aloud the instructions at the top of the page and build background by explaining that the Russian empire ended in 1917 when the Russian Revolution began. Point out that the emperor of Russia was called the czar and his wife was the czarina. Then remind students of the *Monitor Comprehension* strategy and suggest that students look for the main idea of the passage as they read. When students have finished reading the passage, have them complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students that they will practice both the *Compare and Contrast* skill and the *Make Inferences* skill as they read two similar accounts of a monkey in India. Ask a volunteer to locate India on a world map or globe. Remind students to make connections to their own lives, and to things they have seen or read about, as they read the passage. When students have finished reading, direct them to complete the skill and strategy practice activities. Allow volunteers to share their responses.

READ THE PASSAGE Compare how the three students in the story work on a group science project.

The Egg Drop

Marisol, Jack, and Ramon met after school to work on their group science project. Their assignment was to find a way to protect an egg from breaking as it was dropped from a two-story building. Marisol and Ramon were busy working with their materials, which included a pile of newspapers, some bubble wrap, and rubber bands. Marisol was tearing newspaper into strips and watching Jack doodle in a notebook. Finally, she couldn't stay quiet any longer.

"Jack, when are you going to help us?" she asked. "We need to get this project done today."

Ramon reached across the table for another rubber band to weave into the rubber mat he was trying to make. "Yeah, Jack," he said. "Could you put down your cartoons and help us?" Jack was a good friend, but he didn't seem to give science class the same attention that Ramon and Marisol did. His mind always seemed to be somewhere else—mainly in his notebook.

Jack looked up so slowly that Marisol and Ramon thought he may not have heard them at all. Then he turned the page toward them. Jack had sketched a diagram that showed an egg in the center of a layer of newspaper and bubble wrap. The egg had been wrapped with several rubber bands, which crisscrossed each other to make a thick layer of padding. Marisol and Ramon were impressed.

"I was just brainstorming," Jack said. "Do you think it'll work?"

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

1. What do the three students have in common?
 Ⓐ They like to draw cartoons.
 Ⓑ They are working on the same project.
 Ⓒ They are easily distracted.
 Ⓓ They do not want to use rubber bands.
2. How is Jack's way of working on the project different from that of his partners?
 Ⓐ He does not work as hard as they do.
 Ⓑ He sketches his ideas first.
 Ⓒ He does not care if the egg breaks.
 Ⓓ He wants to spend more time on it.
3. How is Jack's plan different from Ramon's?
 Ⓐ It uses different materials.
 Ⓑ It will be more difficult to do.
 Ⓒ It will keep the egg from breaking.
 Ⓓ It uses rubber bands in a different way.
4. What do Marisol and Ramon probably think at the end of the story?
 Ⓐ They decide their ideas are not very good.
 Ⓑ They think they need a sketch to succeed.
 Ⓒ They agree they do not need Jack's help.
 Ⓓ They realize Jack was working the whole time.

STRATEGY PRACTICE Describe a group project you worked on, and compare your group to Jack's.

READ THE PASSAGE Compare Larry Walters's flight with what you know about flying.

The Lawn Chair Flyer

Larry Walters was a truck driver who always dreamed of flying. When he couldn't get into the U.S. Air Force, he came up with a new plan. One sunny day in July of 1982, Larry made history when he took flight in a homemade aircraft near Los Angeles, California.

Larry tied 45 weather balloons to a lawn chair and used helium tanks to fill the balloons. Sitting in his sturdy chair like the proud captain of a ship, he ordered his friends to cut the anchor rope. But instead of rising slowly to a height of 100 feet as he had expected, Larry's aircraft rushed skyward. It rose to over 16,000 feet in the air. The truck driver with no flight experience was suddenly in airplane territory—in a lawn chair.

Fortunately, Larry had brought along a pellet gun and a two-way radio. He used the radio to communicate with surprised emergency officials. He also shot a few balloons with the pellet gun to lower his aircraft. However, the lawn chair eventually drifted into some power lines, causing a power outage in the nearby city of Long Beach.

After his historic flight, Larry had to pay a fine to the Federal Aviation Administration (FAA) for flying an uncertified aircraft. He complained that the Wright brothers, inventors of the first airplane, had also flown uncertified aircraft. Later, Larry said, "I fulfilled my dream. But I wouldn't do this again for anything."

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

- How was Larry's lawn chair aircraft similar to most aircraft?
 - It was certified for flight.
 - It was propelled by balloons.
 - It rose to a high altitude.
 - It was able to land safely.
- How is Larry similar to the Wright brothers?
 - Both experimented with flight.
 - Both had legal issues with the FAA.
 - Neither had successful flights.
 - Neither are recognized by history.
- The author compares Larry to the proud captain of a ship because Larry _____.
 - was proud of his job
 - was proud of his weather balloons
 - was proud of his friends
 - was proud of his chair
- How was Larry's flight different than he expected?
 - It was very expensive.
 - He flew higher than he thought he would.
 - The chair broke.
 - The balloons popped when he shot them.

STRATEGY PRACTICE What materials did Larry Walters use for his flight? Use your notes to help you.

READ THE PASSAGE

Use clues from the text and what you know about Earth's crust to understand what scientists learned from the Kola Superdeep Borehole.

Underground Mysteries

You may think that our knowledge of Earth is as solid as the ground beneath our feet. However, although scientists know some important facts about Earth's crust, many details are a mystery. To solve some of those mysteries, a group of Russian scientists drilled the deepest hole on the planet. Starting in the 1960s, researchers and special drillers began digging and drilling a hole in the northwestern part of Russia, on the Kola Peninsula. Before they were done, the Kola Superdeep Borehole was more than 7.5 miles deep.

Researchers unearthed many fascinating facts. Miles below the surface, they found rock that was full of water, like a sponge. Scientists believed that the water had formed from extreme pressure inside the rock. The researchers also found a layer of tiny fossils about four miles down, deeper than anyone expected to find fossils. Another surprise was that Earth became much hotter—over 350°F—as drillers dug deeper.

Eventually, the drilling area became so hot that the drill bits melted. New holes would close as soon as they were dug. Realizing that better technology was needed, the team stopped drilling in 1994. The deepest hole ever drilled by humans was abandoned, but researchers at new sites continue to investigate the mysteries within Earth's crust.

SKILL PRACTICE

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

1. Why were scientists able to learn new things from the Kola Superdeep Borehole?
 Ⓐ They had not tried drilling holes before.
 Ⓑ They devoted more money to the project.
 Ⓒ It was the deepest they had ever explored.
 Ⓓ Holes dug elsewhere did not reveal much.
2. Why did the project most likely need the skills of special drillers?
 Ⓐ The drilling project was unusual.
 Ⓑ The tiny fossils needed careful handling.
 Ⓒ Scientists knew little about Earth's crust.
 Ⓓ Special drillers stopped the holes from closing.
3. What made the team realize they needed better technology to continue the work?
 Ⓐ The tools damaged the fossils.
 Ⓑ The heat melted the drill bits.
 Ⓒ Workers were not interested in the project.
 Ⓓ Water deposits ruined the drill.
4. The last sentence of the passage hints that _____.
 Ⓐ Kola Superdeep Borehole was a waste of time
 Ⓑ superheated rock is found only in Russia
 Ⓒ other research sites were also abandoned
 Ⓓ discoveries are being made at other sites

STRATEGY PRACTICE

List two facts that you knew about Earth's crust before reading the passage.

READ THE PASSAGE Look for clues about what makes Fabergé eggs special.

A Surprising Present

The year was 1885, and Czar (ZHR) Alexander III, the ruler of Russia, had an idea for a gift that would surprise and delight his wife, Maria. The traditional Easter gift in Russia was an egg. But Alexander didn't want to give her an ordinary chicken egg.

When Maria saw the gift, she was astonished. The egg that Alexander had given her was about 2½ inches tall and looked simple from the outside. When the czarina (zah-REE-nuh) opened the egg, though, she found a "yolk" made of gold. Inside the hollow yolk was a small golden hen resting on a bed of golden straw. Inside the hen was a miniature diamond crown and a tiny ruby egg. Truly this was a gift made for royalty.

The egg's creator, Peter Carl Fabergé (FAB-ur-ZHAY), enjoyed a lifetime of success as an artist after that. Every year, Fabergé made at least one "imperial egg" for the royal family. Because of the rare materials chosen and the delicate craftsmanship required, each egg often took an entire year to create.

During World War I and the Russian Revolution, some of the eggs were lost. However, Fabergé's remaining eggs are now highly desired collector's items for museums and art lovers around the world. Nine of the imperial eggs sold for 90 million dollars in 2004!

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

- Why was Maria astonished by the egg she received?
Ⓐ It was about 2½ inches tall.
Ⓑ It was very detailed and had gold and gems inside.
Ⓒ She was not expecting to receive a gift.
Ⓓ She realized it was made by Fabergé.
- Why did Fabergé spend so much time to complete the imperial eggs?
Ⓐ The eggs were difficult to make.
Ⓑ He knew they would be famous.
Ⓒ He had no other clients.
Ⓓ His shop workers had other jobs to do.
- Based on the passage, it is reasonable to assume that _____.
Ⓐ Fabergé still makes the special eggs
Ⓑ Maria loved to eat eggs
Ⓒ the royal family sold the eggs
Ⓓ some Fabergé eggs are in art museums
- Why are Fabergé eggs so valuable today?
Ⓐ They are rare objects made by a great artist.
Ⓑ They are made from genuine Russian materials.
Ⓒ They make excellent Easter gifts.
Ⓓ They are some of the oldest art objects around.

STRATEGY PRACTICE Circle the words that helped you figure out the main idea of the passage.

READ THE PASSAGE

Compare the two accounts of a hardworking monkey named Mani.

An Unusual Goat Herder

There's a quiet farm in southern India with a most unusual goat herder. She is Mani, a monkey who came to the farm on her own and stayed to do an important job protecting the goats.

The farm grows coffee, oranges, and a spice called cardamom (CAR-duh-mum). The farm is also home to about 75 goats. These playful creatures usually need a human's watchful eye to make sure they don't get lost. At this farm, though, Mani does the daily work of herding the goats.

When Mani first came to the farm, she was injured. The owners nursed her back to health and tried to set her free. Instead of leaving, however, Mani befriended the goats. She takes the goats out to pasture every morning and watches over them until they all return in the evening.

Special Skills

Although Mani cannot speak, this goat-herding monkey uses sounds and gestures to accomplish her duties. When a goat is lost or in danger, Mani alerts the farmers by making a warning sound. Mani's tree-climbing skills really come in handy. When goats can't reach the fruit growing on a high branch, Mani climbs the tree and pulls the branch lower.

Mani has become a regular member of the farm team. She even brings her baby to work every day. She and her baby play with the goats and ride on their backs as they wander to the fields to eat. The farm owners trust Mani to supervise the 75 goats as well as any human could.

SKILL PRACTICE

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

- What do both accounts say about Mani?
 - She keeps the goats from getting lost.
 - Her health was poor when she first arrived.
 - She uses sign language to herd the goats.
 - She rides on the goats.
- Which fact does the first account include that the second one does *not*?
 - Mani has a baby.
 - The farm is in India.
 - The farm has 75 goats.
 - Goats eat fruit from trees.
- How is Mani similar to a human goat herder?
 - She takes long naps during the day.
 - She is watchful and reliable in the field.
 - She rides on the goats' backs.
 - She plays with the goats as they graze.
- Based on the passage, it is reasonable to assume that _____.
 - monkeys are native to India
 - herding goats is dangerous
 - cardamom is a type of goat
 - monkeys do not like goats

STRATEGY PRACTICE

If you had a monkey helper like Mani, what could she do to help you at home or school?

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when the 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. Review: **The characters are who or what a story is mostly about. Studying characters' traits helps you understand why the characters do what they do. Good readers notice what a character says, does, and believes. The setting is where and when a story takes place.** Tell students that they will be reading a short story about a brother and sister who like sports; the story takes place at the beginning of summer. Read aloud the instructions at the top of the page. Then remind students of the *Organization* strategy (Week 4) and discuss some ways in which a story can be organized (often by sequence or by problem and solution). Point out that how a writer uses description and dialogue is also part of organization. Say: **Noticing how the writer presents the story can help you understand the characters and setting.** Direct students to read the story and complete the skill practice activity on their own. Review the answers as a group. Then complete the strategy practice activity together.

DAY 2

Review the definitions of *character* and *setting*. Inform students that they will be reading a passage about Marie Marvingt (mahr-VUHng), a woman pilot who achieved remarkable things in the early 20th century. Challenge students to locate France and the English Channel on a world map. Point out that this biographical sketch about Marie begins at the English Channel. Say: **Look for details that tell you about Marie as a person and as a pioneer in aviation.** Then remind students of the *Visualization* strategy (Week 3) and explain: **Visualizing the people and the setting in a passage can help you understand what you read. As you picture Marie, imagine her adventures as a pilot.** Have students read the passage and complete the skill and strategy practice activities. Review the responses as a group.

DAY 3

Introduce the concept of *theme* to students. Explain: **A theme is a lesson or message that the author wants to share. The theme is not usually stated directly. Instead, readers must figure it out for themselves. A passage can have more than one theme. When you look for the theme of a nonfiction passage, ask yourself, *Would the author agree with this statement?*** Then remind students of the *Organization* strategy. Point out that the theme of a passage can sometimes determine how an author organizes the text. Tell students that they will read a passage about different sides in a debate and that the author devotes a paragraph to each side. Have students read the passage and complete the skill and strategy practice activities. Review the answers as a group.

DAY 4

Inform students that they will be reading a short story about a boy who visits his grandmother at her pottery studio. Remind students that a theme is a lesson that the author wants to share. Then remind them of the *Visualization* strategy. Point out: **When you visualize what happens in a story, you may find that the author's message is clearer.** Have students read the story on their own and complete the skill and strategy practice activities. Review the answers together.

DAY 5

Explain to students that they will practice studying character and setting and identifying theme as they read about a natural feature in Oregon called the Old Man of the Lake. Say: **In this passage, the "character" is the Old Man, and Crater Lake is the setting.** Then remind students of the *Organization* strategy. Say: **The writer organized this passage around main ideas and details. As you read, notice how the paragraphs build up to the main message, or theme.** Have students read the passage and complete the skill and strategy practice activities. Review the answers as a group.

READ THE PASSAGE Think about the two people in the story and where the event takes place.

Grand Opening

Jess's brother Ted had told her that the new city gymnasium was nice, but this was better than anything she could have imagined. The two-story ceiling of the gym was high enough to allow for a tall climbing wall. Dozens of sports balls of all kinds lined the south wall, each kind in its own special rack. Three full-size basketball courts were filled with kids playing pickup games.

"Pretty awesome, isn't it?" Ted asked. Jess's mouth hung open. She was speechless. Ted waved his hand in front of her face. "Yo, Jess? Isn't it cool?"

"It's perfect," Jess managed to say. She was checking out the volleyball court. Jess loved lots of sports, but volleyball was her favorite. The new net was just waiting for the first spike.

Ted continued, "You can practice your volleyball serves, and I can work on my basketball layups—well, when the crowd thins out, anyway. If we come here every day this summer, tryouts this fall will be a snap."

Jess nodded as she tried to take it all in. Smiling, Ted turned his eyes to the soccer balls. "Or maybe we could kick a soccer ball around while we wait for the courts to clear," he said. "That is, if you're ready to eat my dust!" He made a sudden move toward the balls.

Startled out of her visions of volleyball glory, Jess turned and sprinted ahead of Ted. "Oh yeah?" she called over her shoulder. "You'll never get past me!"

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

- Where does the story take place?
 Ⓐ at an Olympic training center
 Ⓑ on a high school basketball court
 Ⓒ on a rock-climbing wall
 Ⓓ at a new city gymnasium
- Which of the following best describes Jess?
 Ⓐ She is not as competitive as her brother.
 Ⓑ She is athletic and loves sports.
 Ⓒ She is not impressed by the new gym.
 Ⓓ She is more interested in books than exercise.
- Which two sports are probably Ted's favorites?
 Ⓐ rock climbing and basketball
 Ⓑ soccer and volleyball
 Ⓒ basketball and soccer
 Ⓓ volleyball and basketball
- How does the story's setting affect Jess?
 Ⓐ She feels like going home.
 Ⓑ She is impressed with the new gym.
 Ⓒ She is disappointed with the new gym.
 Ⓓ She is inspired to try rock climbing.

STRATEGY PRACTICE The story begins with many details of the gym. How do they help tell the story?

READ THE PASSAGE Think about Marie Marvingt's traits and what made them special for the time period in which she lived.

The Amazing Flying Marie

In October 1909, the cold wind whipped across the English Channel. A 34-year-old French woman strapped on a helmet, stepped into a hot-air balloon, and made history. That was how Marie Marvingt became the first woman to fly a balloon over the English Channel. The following year, she became the third woman in the world to earn her pilot's license.

Marie may have been happier in the air than she was on the ground. She began flying at a time when flying was for either the very brave or the very foolish. Nevertheless, she flew as a bomber pilot and as a reporter in World War I. As a trained nurse, Marie also delivered medical supplies and rescued injured soldiers with her airplane.

In those days, flying was more dangerous than it is now. But Marie knew the risks. Her tiny one-person airplane would rise and drop with the wind, like a bird in a storm. She knew how to take control and steer the airplane through rough weather. Flying through the wind and rain were all part of the adventure of early air travel.

In addition to being a pioneer in aviation, Marie was also one of the longest-flying pilots. At age 80, in 1955, Marie learned how to fly a helicopter. She proved to the world that she could be at home in any aircraft, at any age.

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

- Which sentence does *not* describe Marie?
 - She was afraid of flying small airplanes.
 - She was a pioneer in aviation.
 - She was happier in the air than on the ground.
 - She was a bomber pilot in the war.
- Which sentence tells you that Marie was a good pilot?
 - The cold wind whipped across the English Channel.
 - In those days, flying was more dangerous than it is today.
 - Marie knew how to steer the plane through rough weather.
 - Flying was for the brave or the foolish.
- What is the setting of the first paragraph?
 - Marie's childhood home during World War I
 - a warm, rainy day on a battlefield
 - a cold October day on the English Channel
 - Marie's first day at flight training school
- Which fact best suggests that Marie flew for a long time?
 - She delivered medical supplies during World War I.
 - She flew a hot-air balloon at age 34.
 - She flew a helicopter at age 80.
 - She was the third woman in the world to earn a pilot's license.

STRATEGY PRACTICE How do you visualize Marie Marvingt? Describe the picture in your mind.

READ THE PASSAGE Think about the main message of the passage.

Prometheus Defeated

In the summer of 1964, a scientist cut down a tree in Nevada. The event started a debate about the importance of scientific study versus protecting the environment. The tree, a bristlecone pine, was the oldest living thing in the world. Some people called the tree “Prometheus,” after a tragic hero in Greek mythology. Others knew it as “WPN-114.” The two names show how different communities of people felt about the tree.

WPN-114 was likely a seedling around 3100 BC. Scientists knew that the tree was old. They just didn’t know how old. But they knew they could find out by examining the tree rings, which form every year inside the trunk. Scientists argued that there was no other way to get valuable information about different time periods long ago. They believed that the knowledge they could gain by cutting down the tree was worth sacrificing it. In fact, scientists did learn a lot.

On the other side of the debate were people who loved the tree as a part of nature. Destroying the tree, they thought, was a horrible mistake. In *The Sierra Club Bulletin*, wilderness photographer Galen Rowell argued that “the wood belonged in the mountains.” Friends of the tree used words like *murder* to describe what was done to Prometheus. To them, the knowledge gained by cutting down the tree wasn’t worth the loss. They believed that experiencing the tree alive, as the oldest living link to the past, was equally important.

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

1. What is one theme of the passage?
 Ⓐ Science and nature are sometimes in conflict.
 Ⓑ Scientists should do their work in labs.
 Ⓒ People need to agree on names for trees.
 Ⓓ WPN-114 was the world’s oldest tree.
2. What did the scientists believe?
 Ⓐ The wood belonged on the mountains.
 Ⓑ The knowledge gained was worth cutting down the tree.
 Ⓒ Destroying the tree was a horrible mistake.
 Ⓓ The tree was a link to the past only while alive.
3. What did friends of the tree believe?
 Ⓐ It was necessary to sacrifice the tree.
 Ⓑ Bristlecone pines are not really very old.
 Ⓒ It is important to enjoy living trees.
 Ⓓ The tree was really named Prometheus.
4. What is the main idea of the first paragraph?
 Ⓐ People can view the same issue differently.
 Ⓑ Scientific investigation is always good.
 Ⓒ Nature is more important than people.
 Ⓓ Debate kills trees.

STRATEGY PRACTICE How does the author use a compare-and-contrast structure to present the debate?

READ THE PASSAGE Think about the message of the story.

Practice Makes Perfect

Minh was excited when his grandmother invited him into her pottery studio. After all, Nana did not give all her grandchildren such an invitation. Minh looked forward to sinking his hands into some wet clay and placing his bowl in the heated kiln until it hardened like stone.

“Be careful with that,” Nana said as Minh picked up one of the bowls. The boy gently put the bowl back on the shelf and stuck his hands inside his pockets. He was anxious to get started on the lesson Nana had promised him. And he didn’t want to risk losing that chance by breaking any of her finished pieces of pottery.

Five hours later, Minh was frustrated and tired. His first attempt, a black blob that looked more like a rock than a bowl, was a failure. His second attempt was hardly any better. However, he had at least figured out how to make a smooth opening in the center of the clay. Meanwhile, Nana was keeping busy. A wide, shallow bowl and a deep, narrow bowl rested on Nana’s worktable. Her practiced hands began to shape yet another spinning lump of clay. “I’ll never get it!” Minh said, watching her work.

Nana looked at her grandson and sighed. “Don’t worry, you’ll get it,” she reassured him. “The only way you won’t learn is if you give up.”

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

- How does Minh feel when he first arrives at the studio?
 - afraid
 - interested
 - defeated
 - reassured
- What problem does Minh face?
 - The clay is too hard.
 - He cannot decide what to make.
 - Making pottery is difficult for him.
 - Nana is too busy with her other grandchildren.
- What theme does the title suggest?
 - The more you do something, the better you get at it.
 - Do not even try to do something unless you can do it well.
 - Family members can help you learn.
 - You do not need practice if you are perfect.
- What is one theme of the story?
 - Stay focused and avoid distractions.
 - Try new things only if they are easy.
 - Keep trying even when a task is difficult.
 - Take a break if you get frustrated.

STRATEGY PRACTICE Underline the words that help you visualize Nana’s studio. Describe your picture of it.

READ THE PASSAGE

Think about the location featured in the passage, and look for details that tell you what the author believes about nature.

The Old Man of Crater Lake

Oregon's Crater Lake—or, rather, the site for this deep, clear lake—was once a volcano. The lake formed when the peak of the volcano caved in and the hole filled up with rain and snow. The area is now home to diverse wildlife, evergreen forests, and chilly mountain water. The lake also boasts an unusual feature: a 30-foot-tall tree stump, known as the Old Man of the Lake, that rises out of the water about four feet above the surface.

The Old Man of the Lake is special for a few reasons. First, it floats vertically, bobbing up and down in the water and moving freely across the lake. Second, it has been there since at least 1896! The lake's cold water has preserved the wood. But how does the long stump float upright? Scientists think that when the tree tumbled into the lake long ago, rocks were probably wedged inside its root system. They served as weights, holding the root end of the tree underwater.

Because the Old Man drifts all over the lake, boaters alert each other about its location. Scientists have tried tying up the stump to keep it in place. But they noticed that whenever the Old Man was tied up, bad weather arrived. When they released the stump, the weather improved. This strange coincidence is one of the many intriguing things that bring visitors to Crater Lake.

Although the Old Man of the Lake remains a mystery to visitors, one thing is certain. This fascinating piece of floating wood—and the legendary waters that surround it—are examples of nature's beauty and strength.

SKILL PRACTICE

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

- Which word does *not* describe Crater Lake?
 - deep
 - muddy
 - chilly
 - clear
- What makes the Old Man of the Lake special?
 - It floats horizontally in the water.
 - It is stuck to the bottom of the lake.
 - It causes the weather to change.
 - It has floated upright for more than 100 years.
- One theme of the passage is that _____.
 - volcanoes are helpful
 - trees can survive in cold water
 - nature is mysterious and beautiful
 - visitors should avoid floating stumps
- What is the main mystery about the Old Man?
 - how it got in the lake
 - how it moves from place to place
 - why bad weather comes when it is tied down
 - why the wood has not become rotten

STRATEGY PRACTICE

How do the ideas in each paragraph lead up to the main message?

Author's Purpose

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

Prediction

Students practice using clues from the text to predict what will happen next in the passage.

DAY 1

Introduce the concept of *Author's Purpose* to students. Point out that authors write for various reasons: to entertain readers, to inform them about a topic, to instruct them on a step-by-step procedure, or to persuade them to take action or to think a certain way. Explain: **Knowing the author's reason for writing can help us understand the main ideas that the author is trying to communicate.** Inform students that they will be reading a passage about a musical piece by the composer John Cage. Read aloud the instructions at the top of the page and the title of the passage. Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, ask yourself questions about the author's purpose. Think about how the author feels about John Cage. Or consider what else you would like to know about John Cage or his music.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the definition of *author's purpose* and review the common reasons that authors write (to entertain, to inform, to teach, and to persuade). Tell students that they are going to read a story about two friends vacationing at a lake. Invite volunteers to tell about a time they've spent at a lake, river, or park. Then remind students of the *Make Connections* strategy (Week 2) and read aloud the title of the story. Ask: **Have you ever just wanted to enjoy a peaceful moment by yourself, but a friend or sibling kept interrupting?** Explain: **Thinking about that time will help you understand how the character in this story feels.** Have students read the passage and think about the author's purpose for writing it. Then direct them to complete the skill and strategy practice activities.

DAY 3

Introduce the *Prediction* skill to students. Say: **When we make a prediction, we use clues from the text and our own knowledge to make a thoughtful guess about what will happen next.** Model: **Suppose I go on the Internet and see this news headline: "Top 5 Most Crowded Cities in the World." I know Tokyo has a huge population, so I predict that the article will mention Tokyo.** Then tell students they will read about a remote island near Antarctica. Remind them of the *Ask Questions* strategy and explain: **Asking questions about what you have read is a good way to check that you understood the text.** Have students read the passage and underline details they have questions about. Then direct them to complete the skill and strategy practice activities.

DAY 4

Review the *Prediction* skill with students. Read aloud the instructions at the top of the page and the title of the passage. Encourage students to predict what the passage will be about, based on the title. Ask: **What events create a ghost town?** (the loss of jobs, a change in the road or railway access to the town, etc.) Review the *Make Connections* strategy and remind students about Sherman, Wyoming, a ghost town they read about in Week 8. Say: **As you read about Centralia, see if you can make connections to what you learned about Sherman.** Direct students to read the passage and complete the skill practice activity. Pair students for the strategy practice activity and invite partners to share their responses.

DAY 5

Tell students that they will practice identifying author's purpose and making predictions as they read a story about a mother and daughter who find something interesting at a gas station. Then remind students of the *Ask Questions* strategy. Say: **As you read, jot down any questions you have about the characters, setting, or events in the story.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers as a group.

READ THE PASSAGE Think about why the author wrote this passage about the world's slowest song.

The Slowest Song in the World

Life moves fast these days. With supersonic trains, high-speed Internet, and microwave meals, people no longer slow down and experience life the way they used to. Maybe that's what composer John Cage was thinking when he wrote "As Slow As Possible." The musical piece, written for piano or organ, is about as far as you can get from an upbeat, high-energy tune. Cage's directions to musicians were to play the piece as slowly as they could. Usually, the piece lasts about twenty minutes. An organist in Baltimore, though, managed to stretch "As Slow As Possible" to nearly 15 hours.

John Cage wanted people to really hear the music being played. That was his goal. But can you imagine sitting through a fifteen-hour concert? You could eat three meals or sleep a full night in the same amount of time! That's not even the longest performance, either.

An electronic church organ in Germany has been programmed to play "As Slow As Possible" over a period of 639 years. The piece began in the year 2001. However, because the piece begins with a long musical rest, or pause, the first notes did not play until 2003. This is the longest and slowest piece of music in history so far, and it will not be over for many generations. What will the world look like when "As Slow As Possible" finally ends? And who will be listening?

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

- Why did John Cage write "As Slow As Possible"?
 - to produce upbeat, high-energy music
 - to make people sit still for 15 hours
 - to create the slowest piece of music in history
 - to help people focus more fully on music
- The purpose of the second paragraph is _____.
 - to help readers relate the experience to their lives
 - to tell about the longest performance ever
 - to argue that slow music is important
 - to suggest that slow music is worthwhile
- Why does the author ask the two questions at the end of the passage?
 - to quiz readers on what they have read
 - to encourage readers to imagine the future
 - to challenge readers to listen to Cage's music
 - to suggest other subjects to the reader
- What is the author's purpose for writing the passage?
 - to tell an entertaining story
 - to inform people about Cage's music
 - to persuade people to experience music
 - to teach people how to play Cage's music

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

READ THE PASSAGE Think about why the author wrote the story about Emma and Martha.

Disturbing the Peace

It was a beautiful spring morning on Lake Powell. Birds chirped and the trees rustled in the chilly morning breeze. Gentle waves moved along the surface of the clear blue water. Emma sat on the dock with her history book in her lap, occasionally looking out at the peaceful lake.

Suddenly, running footsteps came from behind and a voice shouted, "Kowabunga!" Before Emma could move an inch, her best friend Martha flew directly over her head. Martha was shrieking with laughter as she dove into the water. The cold water splashed all over Emma and soaked her.

As Martha swam back to the dock, Emma was wiping her face. "You said you'd never do that again!" Emma declared.

Martha raked the hair out of her eyes and shrugged. "I said I wouldn't splash you at the pool, Em. We're at a lake now. And, come on, how much studying do you need to do on this trip? You've been reading all morning." Martha splashed the water playfully. "Come on, jump in! The water's great."

Emma sighed and closed her book. She would have to learn about pioneers along the Oregon Trail another day. The cool spring air was giving way to the summer sun. And besides, her best friend was just begging to be beaten in a race across the lake.

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

1. What is the author's main purpose in writing the story?
Ⓐ to persuade people to read history books
Ⓑ to tell a realistic story about friends
Ⓒ to demonstrate how to swim in a lake
Ⓓ to inform people about Lake Powell
2. Why does the author describe the setting in the first paragraph?
Ⓐ to create a peaceful mood
Ⓑ to show the main character's problem
Ⓒ to establish a mystery
Ⓓ to encourage readers to like Emma
3. What does the author want you to think about Martha?
Ⓐ that she is careful and considerate
Ⓑ that she is nicer than Emma
Ⓒ that she is more playful than Emma
Ⓓ that she is angry and bored
4. The purpose of the last paragraph is to show that Emma _____.
Ⓐ will join Martha in the lake
Ⓑ will continue reading her book
Ⓒ is annoyed with Martha's splashing
Ⓓ does not like to swim

STRATEGY PRACTICE Write about a time when someone disturbed a peaceful moment that you were enjoying.

READ THE PASSAGE Look for clues to predict what you will learn about Bouvet Island.

The Loneliest Island

In the middle of the frigid South Atlantic Ocean, one island stands alone. It lies near Antarctica. But it is far enough away that early explorers had difficulty finding it. At about four miles long, the island is covered in glaciers. It is home to an inactive volcano and huge amounts of ice. The steep cliffs that surround the island make sea landings almost impossible. This is Bouvet Island, the loneliest island in the world.

A French explorer discovered Bouvet Island in 1739, but the island was so difficult to approach that nobody set foot on it for nearly a hundred years. No people live on Bouvet Island, and little vegetation grows there. Seals come and go, but they haven't seen humans since seal hunting and whaling stopped in the area. The island is cold year-round, with an average temperature of about 29°F.

In recent years, Bouvet Island has had a little more contact with the world. Norway, which claimed the island in 1928, set up an unmanned weather station there in 1977. Today, this quiet island near the South Pole sends weather data to a satellite, which transmits the information to researchers in Norway. Scientists learn more every day about the island and its surroundings. Meanwhile, Bouvet Island stands strong and silent in the harsh climate.

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

1. What could you correctly predict from the title?
 Ⓐ The island is very small.
 Ⓑ No one lives on the island.
 Ⓒ The passage is about Antarctica.
 Ⓓ Only lonely people live on the island.
2. What could you correctly predict about Bouvet Island after reading the first sentence?
 Ⓐ It is cold most of the year.
 Ⓑ It is volcanic.
 Ⓒ Norway claimed it in 1928.
 Ⓓ It is near the North Pole.
3. What can you conclude after reading that steep cliffs surround the island?
 Ⓐ The island is covered in glaciers.
 Ⓑ Explorers cannot find the island.
 Ⓒ There is nowhere to land a boat at the island.
 Ⓓ The island is near the South Pole.
4. After scientists receive data from the weather station, they will most likely _____.
 Ⓐ try to determine the island's location
 Ⓑ study weather patterns on the island
 Ⓒ track the movements of seals
 Ⓓ send the information to a satellite

STRATEGY PRACTICE Write two questions you would like to ask an explorer of Bouvet Island.

READ THE PASSAGE Look for clues to predict what you will learn about the town of Centralia.**A Unique Ghost Town**

Centralia, Pennsylvania, used to be an ordinary town. Nestled in an area known for its coal mining history, the town offered job opportunities and a pleasant place to live. It had good schools and a fine local library. Things started to change, though, in the 1960s. Below the surface, Centralia was anything but normal. Now most of the town is gone.

In 1961, a burning landfill sparked an underground blaze. One of the veins of coal that runs beneath the town caught fire. Unlike fires above ground, this slow-burning fire crept along as it found more coal to burn. As the fire spread beneath the town, the ground began to open up and release poisonous gases. Basements filled with smoke and hot gas. Several efforts were made to stop the fire. All of them failed.

Eventually, it was clear that the fire was not going to die out. In fact, the Centralia mine fire is expected to burn for about 250 years. When the people who lived there became aware of the danger they were in, many of them left town for good. But others wanted to stay.

The town's highway, which cracked open from the mine fire, was closed. The government decided to buy the homes in town and destroy them. The only homes left were those occupied by residents who refused to leave. Today, people sometimes visit the area and take photos to show how Centralia has changed. But a few residents have held on to the history of a town now long gone, with a future that exists only in their imaginations.

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

- From the title, you could predict that Centralia is _____.
 - in Pennsylvania
 - deserted
 - a family town
 - a normal town
- Which detail suggests that people will continue to visit Centralia in the future?
 - The government decided to buy the homes.
 - The town's highway was closed.
 - The fire is expected to burn for 250 years.
 - People sometimes visit and take photos.
- After reading that the effort to stop the fire failed, you could correctly predict that _____.
 - people would refuse to leave
 - the town would run out of coal
 - the fire would continue to burn
 - the government would buy homes in town
- Which of these is the *least* likely to happen?
 - The town's highway will stay closed.
 - Scientists will continue to check the fire.
 - People will move back to Centralia.
 - The history of the town will be saved.

STRATEGY PRACTICE What ghost towns have you heard of or seen in movies? Explain to a partner how those towns remind you of Centralia.

READ THE PASSAGE

Think about why the author wrote the passage, and use clues to predict what will happen.

The Amazing Phil

Sasha had simply wanted to get out of the car and stretch her legs. When she and her mom drove up to the ancient-looking gas station, neither of them was prepared to come face to face with a dinosaur. The sculpture loomed 20 feet over the car. It was a *T. rex*, and the green paint was peeling from its front legs, which dangled in the air. Sasha's mom wasn't sure what to make of the whole thing. "I wonder who created this," she said, shading her eyes from the bright sun.

"I did," said a shaky voice nearby. Sasha turned around to see an elderly man propped up on a cane. He steadied himself and pointed one finger up toward the *T. rex* sculpture. "He's the Amazing Phil," the man said. "I built him in 1955, right after I opened the gas station. He brought in a crowd for a long time, back when people didn't drive so fast." The man's weathered face broke into a soft smile.

"It's a great sculpture," Sasha's mom half-lied. "I like the colors. So, what's your name?"

"My name's Phil, too," said the man. He leaned back on his cane. "My wife is inside. She just made a pecan pie. Do you ladies like pie?"

Sasha looked at her mom. Her mom looked up at the dinosaur and then gazed up the road for a few awkward seconds. Then she smiled and looked at Phil. "Pecan pie is our favorite," she replied, closing the car door behind her.

SKILL PRACTICE

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

1. What is the author's main purpose for this story?
 Ⓐ to suggest a fun place to go
 Ⓑ to encourage readers to be nice to older people
 Ⓒ to amuse readers with a funny story
 Ⓓ to tell a scary story about dinosaurs
2. Which prediction could you correctly make based on the first two paragraphs?
 Ⓐ Sasha and her mom will be kind to the man.
 Ⓑ Sasha's mom will buy the sculpture.
 Ⓒ The dinosaur will come to life.
 Ⓓ The car will accidentally hit the dinosaur.
3. Why does the author include the detail that dinosaur's paint is peeling?
 Ⓐ to scare the reader
 Ⓑ to show that the dinosaur is old
 Ⓒ to suggest that the dinosaur is ugly
 Ⓓ to imply that the dinosaur was poorly made
4. What will most likely happen next in the story?
 Ⓐ Sasha will stretch her legs.
 Ⓑ Sasha and her mom will drive away.
 Ⓒ Sasha and her mom will eat pie.
 Ⓓ Sasha will wait in the car.

STRATEGY PRACTICE

Write one question you have about the *T. rex* sculpture or another part of the story.

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

Inform students that they will be reading a brief excerpt about a famous fashion designer, Coco Chanel, and part of an index from the book that includes the excerpt. Draw attention to the index page as you explain: **Nonfiction writing often includes text features that are not part of the main body of text but that still contain important information. An index is a feature that you use to locate specific information throughout a book.** Point out the heading on the index page, the category entries, the subentries, and the page numbers. Then remind students of the *Determine Important Information* strategy (Week 5). Say: **You can figure out what a book is about based on the index. As you read the passage, think about how it relates to the book. This can help you determine what is most important.** Direct students to read the index and excerpt and to complete the skill and strategy practice activities. Review the answers as a group.

DAY 2

Review the definition of *nonfiction text features* with students. Tell them that they will be reading an interview between a writer for *Dog Days* magazine and a dog owner named Mary Fineday. Read aloud the instructions at the top of the page and point out the brief introduction that sets up the interview. Ask: **Who speaks first in the interview?** (the writer) Then remind students of the *Organization* strategy (Week 4). Say: **As you read, notice how the bold headings help you keep track of who is speaking.** Direct students to read the interview and to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Visual Information* skill by explaining: **Not all information is given in the form of sentences. Pictures, graphs, maps, and other visuals can also give information.** Point out the map on the student page and identify the title, the legend, and the compass rose. Ask: **What does the legend show?** (the two kinds of storm warnings along the coast) Read aloud the instructions at the top of the page. Then remind students of the *Determine Important Information* strategy. Prompt students to notice which element they should look at to locate the information they need. Ask: **Would you be able to understand the map if the legend were missing?** (no) **Why not?** (because you wouldn't know what the shading or pattern along the coastline tells you) After students have studied the map, have them complete the skill and strategy practice activities on their own.

DAY 4

Review the definition of *visual information* with students. Say: **Good readers know how to interpret visual information. It is often easier to determine the meaning of data when it is presented in a graph or a chart instead of in a paragraph.** Read aloud the instructions at the top of the page. Then read aloud the graph title, the introduction, and the main heading for each set of bars. Remind students of the *Organization* strategy. Say: **As you study the graph, pay attention to how the data is organized.** Ask: **Which headings go with both sets of data?** (the eight headings in the middle) After students have studied the graph, have them complete the skill and strategy practice activities. Then review the answers together.

DAY 5

Tell students that they will practice studying nonfiction text features and interpreting visual information as they read an ad for a cruise. Remind them of the *Determine Important Information* strategy. Say: **Look at the illustration and read the ad. Notice how the text is arranged. Think about which words are most important and why.** After students have studied the ad, have them complete the skill and strategy practice activities. Review the answers as a group.

READ THE INFORMATION

Think about the features of the index page and how the excerpt relates to it.

INDEX (continued)

catalogs, clothing, 22, 77

Chanel, Coco, 84–86

children's fashions:
aprons, pinafores, 12, 28
dresses, 15
jeans, 46
sailor suits, 23

cotton, 14–18, 28, 45

department stores, 24, 87

designers:
Chanel, Coco, 84–86
Dior, Christian, 87, 90
St. Laurent, Yves, 91
Wang, Vera, 101
Worth, Charles, 20, 82

Dior, Christian, 87, 90

dresses:
girls', 15
women's, 32–34, 101


fabric:
cotton, 14–18, 28, 45
synthetic fabrics, 99
wool, 12, 28

fashion magazines, 22,
55, 102–103

fashion schools, 75, 93

hairstyles, 19, 26, 40,
53, 67, 80, 98, 102

hats, 19, 23, 71, 84



Gabrielle “Coco” Chanel was born in 1883 in a small French town. Her family was poor. Her mother died of tuberculosis in 1895. Her father then left the family to find work.

Chanel spent six years in an orphanage, where she learned to sew. It was a humble beginning for a woman who would change the fashion world forever.

At 18 years old, Chanel left the orphanage and became a singer. She performed in clubs throughout France. It was during this time that she got the nickname “Coco.”

When she moved to Paris, Chanel learned to make hats. She opened her first fashion store in 1910. Soon she started making clothes and then opened two more stores. In the 1920s, Chanel introduced her first perfume.

SKILL PRACTICE

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

- Which topic are you likely to find on page 16?
 - a biography of Christian Dior
 - a discussion of major fashion trends
 - a detailed look at hair in fashion
 - a description of cotton clothing
- On which page would you find the passage about Coco Chanel?
 - page 16
 - page 21
 - page 84
 - page 86
- What is most likely the title of this book?
 - Costumes Throughout History*
 - The Life of a Fashion Designer*
 - Fashion Trends Over Time*
 - How to Become a Fashion Designer*
- Which pages would you use to research women's dress styles?
 - pages 12–15
 - pages 32–34
 - pages 45–46
 - pages 84–86

STRATEGY PRACTICE

Make a timeline of Coco Chanel's life, based on the passage.

READ THE INTERVIEW

Notice how the interview is organized to show who is speaking.

Recently, *Dog Days* magazine had a chance to talk with trainer Mary Fineday at the Bloomsday Dog Show in Rochester, New York.

Dog Days: Thank you for meeting with us on such a busy day. We're really enjoying the Bloomsday Dog Show, and we can't wait to meet your dogs. Can you tell us a little about what you're doing right now?

Mary Fineday: Gladly. I'm brushing Anna, my Norfolk terrier. Her golden fur can easily get dirty when she runs around. We want to make sure she looks perfect for the competition. That means a lot of brushing.

Dog Days: How long have you had Anna?

Mary Fineday: She's three and a half years old, and we've raised her from the day she was born. She eats the finest cuts of meat and exercises on a track that was built just for her.

Dog Days: That's one lucky dog! Does Anna enjoy the dog show as much as you do?

Mary Fineday: Anna has a great time. She loves the attention and the chance to show the judges her skills. She's trained to run and jump at exactly the right time, and she loves the workout. She knows she'll get a treat if she does well.

Dog Days: You get a nice treat, too—\$50,000—if Anna wins.

Mary Fineday: It's true. If we win, we'll donate \$10,000 of the prize money to various dog charities. The rest of it will go toward taking care of Anna and the other dogs at our dog club.



SKILL PRACTICE

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

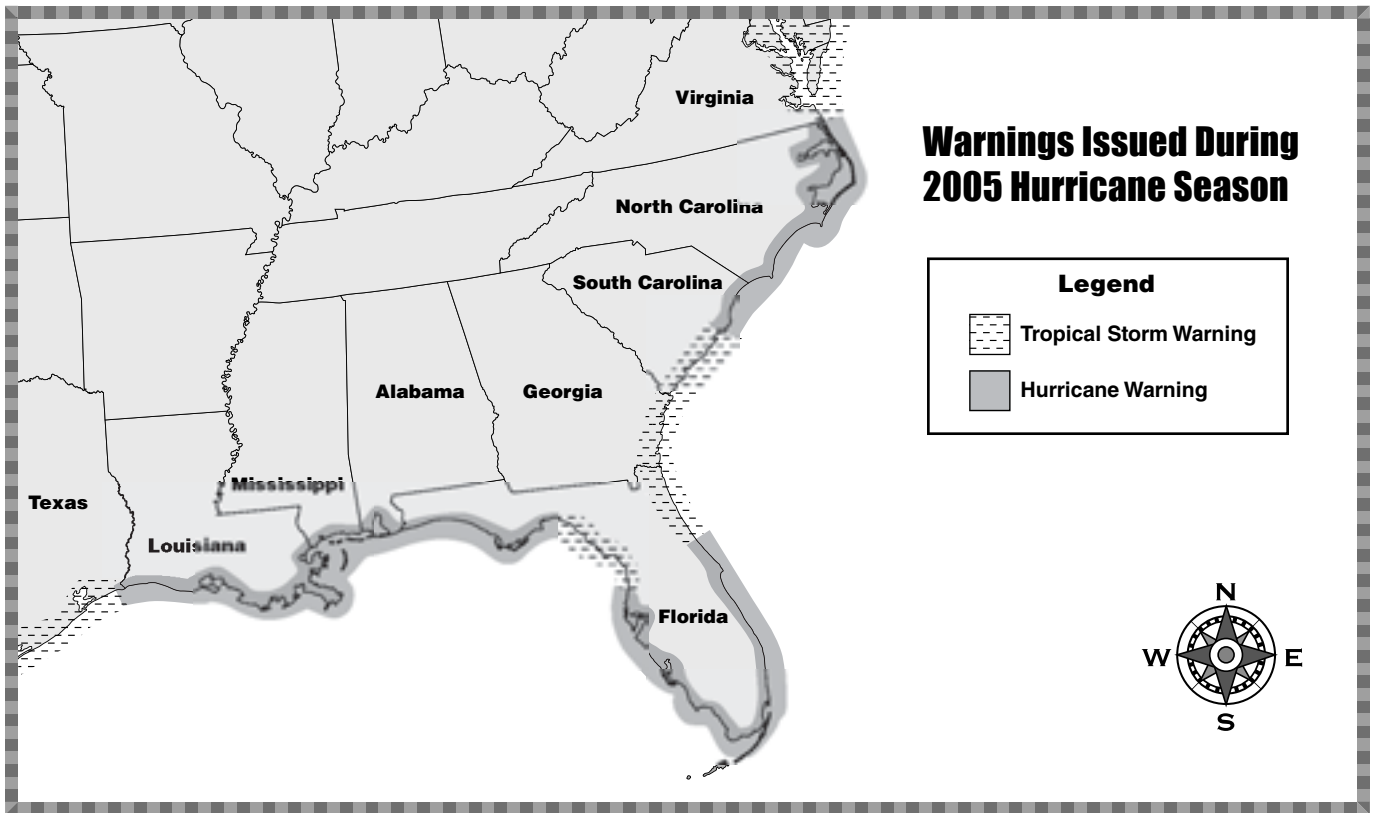
- Which would be the best title for the interview?
 - "Mary Fineday Interviews *Dog Days*"
 - "Dog Show Is a Treat for Dog and Owner"
 - "Raising Norfolk Terrier Puppies"
 - "Bloomsday Dog Show Results"
- What information can you get from the introduction that is *not* in the interview?
 - the name of the dog show
 - Mary's last name
 - the name of the magazine
 - the location of the dog show
- What is the purpose of the second question that the interviewer asks?
 - to find out how long Mary has had Anna
 - to find out what Anna eats
 - to find out why Mary is brushing Anna's fur
 - to find out if Anna is having a good time
- Dog Days* magazine most likely _____.
 - has articles about different dog breeds
 - has articles about dogs, cats, and other animals
 - is just for people who have Norfolk terriers
 - is just for veterinarians

STRATEGY PRACTICE

Continue the interview. Write the next question you would ask if you were the interviewer. Then write Mary's response.

READ THE MAP

Think about what the map tells you.

**SKILL PRACTICE**

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

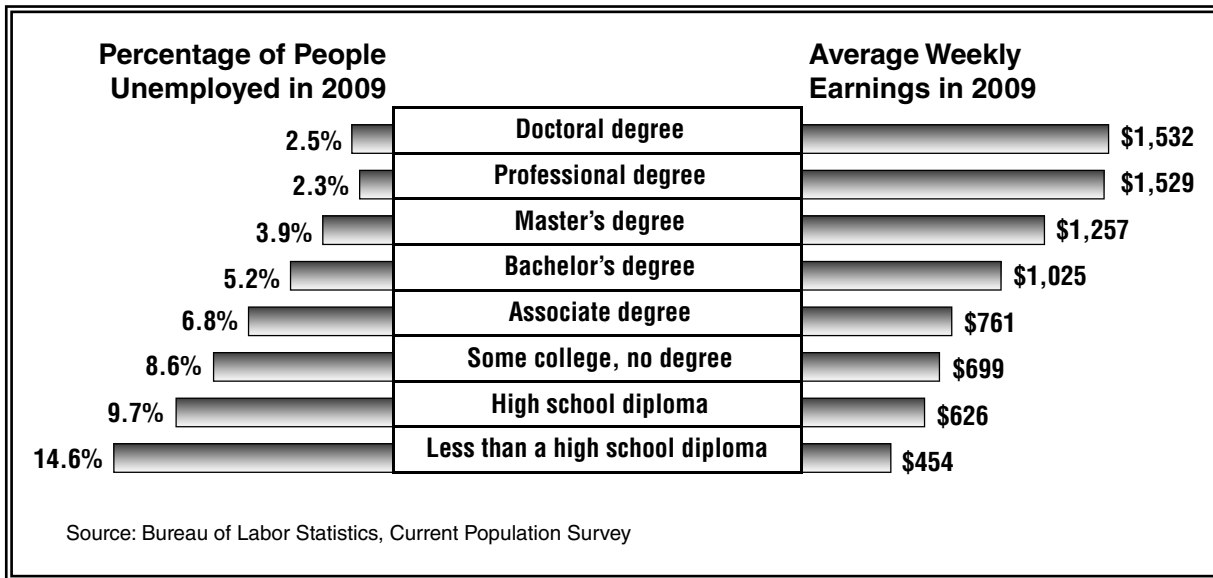
- What can you infer from the map?
 - Hurricanes are worse than tropical storms.
 - Tropical storms are worse than hurricanes.
 - Tropical storms happen in hurricane season.
 - Hurricanes never happen in Virginia.
- Which of these states had both kinds of storm warnings in 2005?
 - Louisiana
 - Florida
 - Mississippi
 - Alabama
- Which of these states was affected least by storm warnings of either kind?
 - Georgia
 - Alabama
 - South Carolina
 - North Carolina
- Based on the map, most tropical storms and hurricanes probably come from _____.
 - the east only
 - the south and east
 - the north only
 - the north and east

STRATEGY PRACTICE

Explain in your own words how to use the legend on the map.

READ THE GRAPH Think about how the graph presents data on education and earnings.**Education Pays**

A person's ability to get a job is related to his or her level of education. Likewise, the amount of money that people earn is usually related to the amount of education they have had.

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

- Which of these degrees is likely to earn you more money than a master's degree?
 - high school diploma
 - professional degree
 - associate degree
 - bachelor's degree
- On average, how much did workers earn per week in 2009 if they had some college but no degree?
 - \$618
 - \$699
 - \$757
 - \$453
- Which group of workers had the highest unemployment rate in 2009?
 - those with an associate degree
 - those with a professional degree
 - those with less than a high school diploma
 - those with some college but no degree
- Which group of workers had the lowest unemployment rate in 2009?
 - those with a professional degree
 - those with a doctoral degree
 - those with a high school diploma
 - those with an associate degree

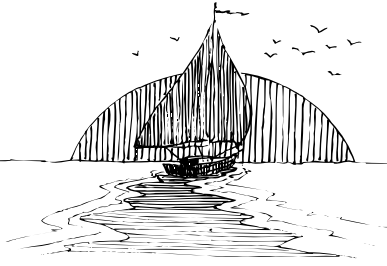
STRATEGY PRACTICE Why do most of the bars on the left side of the graph get shorter as they go up, but the bars on the right side get longer?

READ THE ADVERTISEMENT

Think about the information that is presented in the text and the illustration.

North Bay Tours Presents...

A special 2-hour sunset cruise around Otter Cove!



Price includes:

- A buffet dinner with your choice of beverages and dessert
- A 5" × 7" photo of you and the crew
- A souvenir pin and mug from North Bay Tours

Boarding begins at 5:00 PM. Departure is at 5:30 PM.

SKILL PRACTICE

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

1. Based on the illustration, when is the ideal time to go sailing?
 - Ⓐ during a storm
 - Ⓑ at night so you can watch the stars
 - Ⓒ while fishing with friends
 - Ⓓ at the end of a sunny day, when the water is calm
2. Which of these is *not* included in the cruise?
 - Ⓐ a choice of beverage
 - Ⓑ a buffet dinner
 - Ⓒ souvenirs from the trip
 - Ⓓ a video of the trip
3. Where does the cruise take place?
 - Ⓐ Sunset Cove
 - Ⓑ Otter Cove
 - Ⓒ Otter Bay
 - Ⓓ North Bay
4. What time does the boat depart?
 - Ⓐ 5:30 PM
 - Ⓑ 5:00 PM
 - Ⓒ 5:00 AM
 - Ⓓ 5:30 AM

STRATEGY PRACTICE

What information could be added to the ad that would encourage people to sign up for the cruise?

Main Idea and Details

Students identify what a passage or paragraph is mostly about. 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

Remind students of the *Main Idea and Details* skill. Say: **The title of a passage is sometimes a clue to what the passage is about.** Read aloud the title and ask students what they think the passage is about (e.g., someone who is naturally good at riding a horse or a bike). Encourage students to look for details as they read about someone who was “born to ride.” Then remind them of the *Monitor Comprehension* strategy (Week 1). Explain: **One way to check understanding is to first decide what you think the main idea will be—based, for example, on the title. Then compare the text that you read with what you expected.** Read aloud the first two sentences and model: **Based on the title, I expected the passage to be about someone who rides a bicycle. The second sentence says that Tour de France is a bicycle race, and that Miguel Indurain (een-doo-RANE) won it. I’ll keep reading to see how this leads to the main idea.** Suggest, too, that students take notes in the margins as they read, jotting down the factors that contributed to Miguel Indurain’s success as a cyclist. This will prepare them for the strategy practice activity. Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Main Idea and Details* skill and explain: **Writers do not always state the main idea directly. You often have to figure it out, especially with a story.** Then remind students of the *Visualization* strategy (Week 3). Tell students that they will be reading a story about a girl who enjoys watching clouds. Say: **Good readers create pictures in their minds of the characters and events in a story. They also notice specific words that help them visualize.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Tell students that they are going to read about searching for a treasure in Nova Scotia, Canada. Review the *Sequence* skill and say: **As you read, pay attention to when things happen. Look for dates and words such as *first, then, and later*.** Then remind students of the *Monitor Comprehension* strategy and explain that one way to check understanding is to note important details in a sequence. Say: **As you read about the search for treasure, number the events in the order that they occurred. This can help you follow the events so you get the complete story.** Direct students to read the passage and complete the skill and strategy practice activities.

DAY 4

Inform students that they will be reading about a famous tree in the Ténéré (TAY-nay-RAY) region of the Sahara. Remind students of the *Sequence* skill and instruct them to pay attention to time periods and historic events mentioned in the text in order to track the sequence of events. Model by reading the first sentence in the last paragraph and explaining: **The text says that trucks became a main form of transportation after World War II. I know that World War II ended in 1945. So that helps me know the time period that the author is talking about.** Then remind students of the *Visualization* strategy and encourage them to picture the tree in the desert as they read. After they read the passage, have them complete the skill and strategy practice activities.

DAY 5

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills as they read about a brother and sister who decide to make dinner for their family. Remind students of the *Monitor Comprehension* strategy. Encourage them to number the steps that the brother and sister follow in preparing the dinner. Direct students to read the passage and complete the skill practice activity. Then have students use the steps they numbered to complete the strategy practice activity.

READ THE PASSAGE Think about the main idea of the passage and the details that support it.

Born to Ride

In 1995, Miguel Indurain (een-doo-RANE) won the Tour de France for the fifth time in a row. The Tour de France is the most difficult bicycle race in the world. No one before Miguel had ever won five Tour races in a row. What made Miguel such a successful athlete?

Miguel grew up on a farm and learned the value of hard work at an early age. His father taught him that work is something you always do, no matter how difficult it is. Miguel had large lungs and a strong heart, both of which helped him endure the 2,200 miles of the Tour de France. He was naturally calm, which allowed him to stay focused on the course. And he trained hard, had a good bike, and was surrounded by excellent teammates who helped him succeed.

In addition to the Tour de France, Miguel won the Giro d'Italia, another national bicycle race, in 1992 and 1993. He captured a gold medal in track cycling during the 1996 Olympics in Atlanta, Georgia. Later that year, he retired from competitive racing at the age of 31.

Miguel's long list of accomplishments assures him a place among the top athletes in history. But fans will especially remember his relaxed and friendly attitude. "My strength," Miguel said, "was that I was more balanced than most other riders."

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

- Which of the following is *not* given as a reason for Miguel's success?
 - his natural calmness
 - the fact that he values hard work
 - the quality of his team
 - his aggressive nature
- Which sentence best describes the main idea of the passage?
 - Miguel Indurain was friendly.
 - The Tour de France is a difficult bicycle race.
 - Miguel Indurain was an extraordinary athlete.
 - To win, a rider needs a good bicycle.
- Which statement is best supported by the passage?
 - Big lungs are an advantage for bike racers.
 - The Giro d'Italia is more difficult than the Tour de France.
 - Olympic track cycling is easy.
 - Miguel would rather have been a farmer.
- When did Miguel win his first Tour de France?
 - 1992
 - 1991
 - 1993
 - 1995

STRATEGY PRACTICE List two main reasons that Miguel's fans will remember him.

READ THE PASSAGE Look for details that help you picture the characters and events in the story.

Natural Entertainment

When the days grew long in the middle of summer, Leticia liked to go to the park, stretch out on her back, and watch the clouds. Sometimes the clouds looked like animals, everyday objects, or people she knew. One thing was certain—clouds never stayed in place for long.

One day, Leticia saw a cloud that looked like a dragon. After a few minutes, it changed from a standing dragon to a flying dragon. Then it appeared to change direction. Another cloud floated in to mix with it, and the dragon turned into a dancing penguin with a hat. Then it turned into a sitting dog, then a barking dog, then an alligator. “This is better than TV!” Leticia proclaimed.

Mr. Espinosa, the music teacher at Leticia’s school, was flying a kite with his children at the other end of the park. He recognized Leticia’s voice. He gave the spool of kite string to his son and came over to greet Leticia.

“Hi, Mr. Espinosa!” Leticia said. “Look at those clouds. They keep changing! First they looked like a dragon, then a penguin, then a dog, and now an alligator!”

Mr. Espinosa looked up. “An alligator?” he said. “That looks like a speedboat to me.”

Leticia looked again. He was right! “How do clouds know how to make so many shapes?”

“It’s a mystery,” answered Mr. Espinosa. “Definitely better than TV, though.”

“Definitely,” Leticia said, as the speedboat turned into a chicken.

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

- Which one did Leticia *not* see in the clouds?
 - a teacher
 - a dog
 - a chicken
 - a dragon
- Which statement best expresses the main idea of the passage?
 - Penguins can turn into alligators.
 - Mr. Espinosa visited the park with his children.
 - Clouds can stir the imagination.
 - Everyone should watch television.
- Why did Mr. Espinosa come to the park?
 - to meet with his students
 - to fly a kite with his children
 - to look at clouds
 - to walk his dog
- Which idea goes with the story and is also suggested by the title?
 - Kite flying is a way to have fun without technology.
 - Watching clouds change shape is fun.
 - Dogs and alligators get along very well.
 - Watching TV is naturally entertaining.

STRATEGY PRACTICE Explain which cloud description was easiest for you to visualize and why.

READ THE PASSAGE Number the sequence of events at Oak Island as you read.

Underground Secrets

Oak Island lies off the east coast of Nova Scotia, Canada. Some people say that pirate gold is buried there. Others say it's the hiding place for the lost jewels of a former queen of France. Most people who have heard of this place suspect that it holds some kind of treasure.

The legend of the treasure first started in 1795, when a teenager named Daniel McGinnis noticed odd markings on a tree. The marks led him to think a rope had been tied to the tree and used for lowering a weight into a hole. The next day, McGinnis and his friends dug into the ground and uncovered a layer of stones just two feet down. After that was a barrier of logs every 10 feet.

Years later, McGinnis returned with a crew. They found even deeper layers of charcoal and clay, as well as a stone tablet with symbols that appeared to be a secret code. The crew continued to dig, but the pit filled up with water and they had to give up. According to the legend, the tablet was later translated. It claimed that a treasure lay 40 feet below it!

Since then, others have taken up the search. Around 1970, a team sent a video camera down into the pit, but the images were not clear. Divers also looked for clues, but the water was too dark and cloudy. Maybe one day we will know if the legend of the Oak Island treasure is true.

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

- What did Daniel McGinnis discover first?
Ⓐ lost jewels
Ⓑ a barrier of logs
Ⓒ a layer of clay
Ⓓ odd markings on a tree
- What was the last thing Daniel McGinnis found before he abandoned the site?
Ⓐ a layer of charcoal
Ⓑ a stone tablet
Ⓒ a layer of logs
Ⓓ pirate treasure
- Which list shows the order in which things were found at the Oak Island pit site?
Ⓐ stone layer, logs, charcoal and clay layers
Ⓑ stone layer, marks on tree, stone tablet
Ⓒ logs, shallow pit, charcoal and clay layers
Ⓓ stone tablet, logs, stone layer
- What happened when a video camera was lowered into the Oak Island pit?
Ⓐ The camera showed a stone tablet.
Ⓑ The camera showed divers looking for clues.
Ⓒ A layer of charcoal was discovered.
Ⓓ The image quality was poor.

STRATEGY PRACTICE Look back at the events you numbered. Use them to summarize what happened at Oak Island.

READ THE PASSAGE Read slowly and pay attention to the sequence of events.**The Loneliest Tree**

Many centuries ago, the Sahara was full of trees. The climate there was different from what it is now. As time passed, the land became dry and hot, and trees became scarce. But one acacia (uh-KAY-shuh) tree in the Ténéré (TAY-nay-RAY) region of Niger survived longer than the rest.

Caravans transporting goods across the vast expanse of desert used the tree of Ténéré as a landmark. This tree was so important for navigating the sandy landscape that no one dared to cut off its branches for firewood. It was the only tree for almost 250 miles around.

In 1938, French military engineers dug a well near the tree. They discovered water more than 100 feet underground. That's how deep the roots of the acacia tree had reached to keep itself alive. Unfortunately, one of the military vehicles backed into the tree during the digging operation. The accident damaged one of the tree's main branches.

After World War II, trucks became the main form of transportation for caravans in the area, replacing camels. In 1973, the acacia tree was once again struck by a truck. This time the tree could not withstand the force. The remains of the world's loneliest tree were taken to the Niger National Museum. However, travelers still have a landmark to help them cross the desert. A metal monument now stands where the tree once grew.

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

- What happened just before the first accident caused damage to the tree of Ténéré?
 - French engineers started digging a well.
 - A metal monument was built.
 - The climate in the region changed.
 - People cut off tree branches for firewood.
- What happened as the weather changed in the Sahara?
 - Trucks replaced camels in caravans.
 - Trees in the region died out.
 - People stopped traveling through this area.
 - Camels became more popular than trucks.
- What happened before the French dug a well near the tree?
 - Engineers found water far below ground.
 - Remains of the tree were shipped to the Niger National Museum.
 - People used the tree for navigation.
 - A truck struck the tree.
- The tree of Ténéré died _____.
 - many centuries ago
 - in 1938
 - in 1973
 - before World War II

STRATEGY PRACTICE Describe what the Sahara probably looked like many centuries ago.

READ THE PASSAGE Think about the main idea and the sequence of events in the story.

Homemade Pasta

When Darnell and his older sister Lucy found an easy recipe for homemade pasta noodles and tomato sauce, they couldn't wait to try it. Their parents had said they were now old enough to cook dinner for the family, and spaghetti was their favorite food.

First, they made the noodles. They mixed together flour, water, eggs, salt, and a little olive oil to prepare the dough. Lucy used a rolling pin to press the dough flat. Next, she used a knife to carefully cut the dough into thin strips. Then, she put the noodles aside for later.

Darnell chopped up a large onion and a bunch of fresh basil leaves. He put a clove of garlic into a small garlic press and smashed the clove. Lucy helped him cook the onions and garlic in some olive oil in a pot. When the onions and garlic were soft and golden, Darnell added a can of crushed tomatoes, the basil, and some salt and pepper. Then he turned the heat down low.

When the sauce was almost ready, Lucy boiled water in a large pot to cook the noodles. Darnell was relieved to find out that fresh pasta cooks much faster than dried pasta from the store. Everyone was very hungry by the time dinner was ready.

"This is delicious!" Mom said. "You two did such a great job."

"Thanks, Mom," Lucy said. "It was pretty easy." Darnell was too busy eating to respond. They both knew that this would not be the last time they made dinner for the family.

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

- Which statement expresses the main idea?
 - Tomato sauce always includes onions, garlic, and basil.
 - Cooking can be easy, rewarding, and fun.
 - Everybody loves spaghetti.
 - Big sisters can be helpful.
- When does Darnell chop the basil?
 - while the sauce is cooking
 - after he adds crushed tomatoes
 - before he smashes the garlic clove
 - right before dinner is served
- Which statement is *not* supported by the passage?
 - Darnell sometimes needs Lucy's help.
 - Fresh noodles cook faster than dried noodles.
 - Lucy and Darnell are successful cooks.
 - The kitchen is a big mess.
- When the sauce is almost ready, _____.
 - the family sits down to eat
 - Darnell puts the fresh noodles into the sauce
 - Lucy helps Darnell cook the onions.
 - Lucy boils a pot of water for the noodles

STRATEGY PRACTICE Summarize how Lucy and Darnell made dinner.

Cause and Effect

Students practice identifying cause-and-effect relationships as they look for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine parts of the passage that can be proved (facts) or that represent what someone thinks or feels (opinions).

DAY 1

Inform students that they will be reading about an Australian long-distance runner named Cliff Young. Read aloud the title of the passage and invite a volunteer to summarize the fable of the tortoise and the hare: A slow but steady turtle wins a race against a hare. Review *Cause and Effect* and point out: **The cause is *how* or *why* something happened. As you read, think about *why* Cliff Young won the race and *how* his victory affected others.** Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read, imagine how you would retell the facts of this story to someone else. This is a good way to focus on the information that is important for remembering what the passage is about.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Cause and Effect* skill with students and tell them they will be reading about a sculpture at the CIA headquarters in Washington, D.C. Then invite students to share what they know about the CIA, and build background by displaying, if possible, a picture of “Kryptos” from the Internet. Say: **As you read, think about why the artist created the sculpture the way he did, and what effect the artwork has had on people.** Then review the *Ask Questions* strategy (Week 6). Read aloud the title of the passage and ask: **What questions come to mind when you hear the title?** (e.g., “What does it mean to ‘crack a code?’”) Prompt students to write their questions in the space provided for the strategy practice activity. Then direct them to read the passage and complete the skill practice activity.

DAY 3

Review the *Fact and Opinion* skill with students. Say: **A fact can be proved, but an opinion tells what someone thinks, feels, or believes.** Read aloud the title of the passage and inform students that they will be reading about an unusual work of art. Ask: **Does the word *junk* suggest fact or opinion? (opinion) Why?** (One person’s junk might be another person’s treasure.) Then remind students of the *Determine Important Information* strategy. Say: **One way to determine which information is important is to keep your purpose for reading in mind.** Read aloud the directions for the strategy practice activity and say: **As you read, look for the information that you think visitors would want to know.** Direct students to read the passage and complete the skill and strategy practice activities.

DAY 4

Tell students that they are going to read about a famous polar bear. Explain: **Writers often include both facts and opinions about a topic. As you read, notice which details can be proved.** Read aloud the title and invite students to tell which word in the title signals an opinion (*cute*). Then remind students of the *Ask Questions* strategy. Explain: **Asking questions after you read is a good way to make sure you understood what you have read.** Direct students to read the passage and complete the skill practice activity. Then pair students for the strategy practice activity. Invite partners to share their questions and answers.

DAY 5

Tell students that they will practice identifying cause-and-effect relationships and distinguishing facts from opinions as they read a story about two friends in a cafeteria. Then remind students of the *Determine Important Information* strategy. Say: **As you read, look for information that explains the characters’ actions and behaviors. This will help you figure out the events that led up to the story.** Have students read the story and complete the skill practice activity. After reviewing the answers together, pair students for the strategy practice activity. Ask volunteers to share their responses.

READ THE PASSAGE Look for factors that explain Cliff Young's victory.

A Real-Life Story of the Tortoise and the Hare

Every year in Australia, the toughest long-distance runners race more than 500 miles from Sydney to Melbourne. The race takes more than five days to complete. It attracts world-class athletes—the kind who become spokespeople for sneakers and sports drinks.

In 1983, however, as the competitors lined up to race, they were joined by a 61-year-old farmer wearing overalls and rubber boots. His name was Cliff Young. The other runners thought he was a confused spectator. Cliff assured them that he was there to race. He explained that on his family's sheep farm, he often had to round up 2,000 or so animals by himself. "Sometimes I had to run after those sheep for two or three days," he said.

When the race began, the younger runners flew past Cliff. Instead of chasing after them, Cliff shuffled along in an unusual way. The other runners and the spectators thought he would never finish the race. But something happened. When all the other runners took a break to sleep, Cliff kept running. The other runners caught up to him each morning, but eventually Cliff was too far ahead to be passed. On the fifth day, the sheep farmer shuffled into first place.

Cliff received \$10,000 for winning the race. He said he did not realize there would be prize money, and he gave the funds to his fellow runners. Doing this made him a hero in Australia. Since then, many runners have adopted his shuffling stride. No one sleeps during the race anymore, either. The farmer changed long-distance racing and proved that age and style aren't everything.

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

- What helped Cliff Young win the race?
 - staying awake for five days
 - running faster than the others
 - studying new ways of running
 - wearing unusual running clothes
- Why did the other runners think that Young was a spectator?
 - They saw him on the sidelines.
 - They knew he was a farmer.
 - He was not a spokesperson for sneakers.
 - He was not dressed like a runner.
- According to the passage, what made Young a hero in Australia?
 - He set a world record.
 - He proved that age is not important.
 - He gave his prize money to other runners.
 - He received \$10,000.
- How did Young change long-distance running?
 - He raised the age limit for runners.
 - He introduced a new way of running.
 - He gave away prize money.
 - He inspired farmers to enter.

STRATEGY PRACTICE Describe two important things you would tell someone about Cliff Young.

READ THE PASSAGE Think about why the artist created Kryptos and the effect it had on people.

Cracking the Code of Kryptos

When the directors of the Central Intelligence Agency (CIA) wanted a piece of art for the courtyard of their new headquarters, they hired artist James Sanborn. In response, Sanborn created a curious sculpture, which he titled Kryptos. *Kryptos* is the Greek word for “hidden,” and the sculpture has lived up to its mysterious name.

Kryptos is made out of copper, granite, wood, and other natural materials. The sculpture consists mainly of a giant, curving copper screen with four sections of coded messages. At first, only Sanborn knew the meaning of the messages. To create the code for them, he cut more than 2,000 letters into the metal. He carved ancient symbols and Morse code into the stones surrounding the screen. From the day it was put in place, the sculpture became an object of beauty for visitors and a challenge for code crackers, both inside and outside the CIA.

In 1998, a CIA scientist announced that he had solved some pieces of the code. The next year, a scientist in California made the same claim. The CIA scientist used pencil and paper to figure out the code. The scientist in California used a computer. Their results were similar.

Three of the four sections of code have now been solved. But what happens if the secret code outlives the artist? Will the message stay hidden forever? Sanborn says that he has shared the solution with one other person, just in case. Meanwhile, this work of art remains a beautiful puzzle for code lovers around the world.

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

- Why was the sculpture Kryptos created?
 - to decorate a courtyard at the CIA headquarters
 - to earn money for the CIA
 - to keep CIA agents busy cracking codes
 - to challenge the artist who created it
- What is most likely the reason that Sanborn called the sculpture “Kryptos”?
 - He liked the sound of the name.
 - The CIA told him to use that name.
 - The sculpture contains hidden messages.
 - The sculpture is hidden in the courtyard.
- Why has it taken so long for people to crack the code that Sanborn created?
 - Only a computer can solve the code.
 - Few people are allowed to see the sculpture.
 - The code is very complex.
 - No one remembers how to use Morse code.
- Why did Sanborn share the solution for the secret code with one other person?
 - to reward the person who helped him
 - in case he dies before someone solves the code
 - because he could not keep a secret
 - in case he forgets the solution

STRATEGY PRACTICE Write a question about the title of the passage. If you found the answer, write it, too.

READ THE PASSAGE Think about which details are facts and which express opinions.

The Cathedral of Junk

If you looked over the fence into his messy backyard in Austin, Texas, you might think Vince Hannemann had forgotten to take out the trash for a few years. In fact, Vince has been collecting old kitchen utensils, bottles, lawnmowers, bicycles, and other discarded objects since 1989—all for his “Cathedral of Junk.” The structure, which began with a few hubcaps, grew to be over two stories tall before the city of Austin told Vince that he would have to cut it back in order to meet safety codes.

For many years, Vince’s Cathedral of Junk was a quirky landmark and a fascinating work of art. Objects of all kinds were wired to the frame of the cathedral, both inside and out. Silvery CDs hung from ceilings made of old golf clubs, bike wheels, and other treasures. Neon lights buzzed softly. In the Cathedral of Junk, there was no such thing as a useless object.

Tourists and fans visited the site daily, even though Vince didn’t build it to attract attention. He says he built it just for fun. He called it his clubhouse and loved the fact that other people enjoyed it too. Senior citizens came to explore the place, pointing out collectibles that they might have owned at one time. Vince even allowed couples to get married there.

Some people worried that the building was not stable. Vince tried to calm their fears. “This is built to withstand Texas storms,” he said. But in June of 2010, Vince finally gave up trying to meet the city’s rules and decided to break the Cathedral down into smaller works of art. Visiting Vince’s yard is still worth the trip, though, even if the trash heaps aren’t as big.

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

- Which statement expresses an opinion?
Ⓐ The structure grew to be over two stories tall.
Ⓑ Tourists and fans visited the site daily.
Ⓒ Visiting Vince’s yard is still worth the trip.
Ⓓ Vince quit trying to meet the city’s rules.
- Which statement expresses an opinion about the Cathedral of Junk?
Ⓐ It began with a few hubcaps.
Ⓑ It was a fascinating work of art.
Ⓒ Objects of all kinds were wired to the frame.
Ⓓ It was built to withstand Texas storms.
- Which statement is a fact?
Ⓐ Vince’s backyard looks messy.
Ⓑ Building a clubhouse is fun.
Ⓒ Golf clubs and bike wheels are treasures.
Ⓓ CDs hang from the ceiling of the Cathedral.
- Based on the passage, which statement about the Cathedral of Junk is a fact?
Ⓐ It is a safe structure.
Ⓑ It would be a fun place to get married.
Ⓒ It was a quirky landmark.
Ⓓ Vince began working on it in 1989.

STRATEGY PRACTICE Underline three sentences that contain the most important information for someone to know about the Cathedral of Junk. Then tell a partner why you chose them.

READ THE PASSAGE Identify the facts and the opinions about Knut the polar bear.**“Cute Knut” Becomes a Business Bear**

In December 2006, a polar bear named Knut (k-NOOT) was born at the Berlin Zoo in Germany. The zookeepers had no idea that this incredibly adorable bear cub would cause such big changes for the zoo.

Knut was different from other polar bears in two ways. First, he was rejected by his mother. She would not care for him or feed him. So Knut was raised by humans. Second, he was remarkably playful with people and very easy to photograph. Knut became the star attraction at the zoo, which earned more money in 2007 than in any other year in its history. The money came from an increase in visitor admissions and from sales of toys, DVDs, and books about Knut. Newspapers dubbed him “Cute Knut,” and his photo appeared on magazine covers worldwide.

As time passed, Knut grew bigger. He wasn’t as cute anymore. The once-cuddly cub became a full-size bear weighing more than 300 pounds! And as Knut grew, so did his problems. He began to cry if nobody stood near his pen. This was a sign that he had become too accustomed to having a crowd around him. Also, zookeepers could no longer get close to Knut. They were concerned that he would accidentally hurt them. Knut continued to live at the zoo, but he was no longer a star attraction.

Nobody knows what the future holds for Knut. Some people think he should have a polar bear companion. Some people worry that his unusual upbringing will keep him from living a normal life. Meanwhile, zookeepers continue to look for ways to keep Knut safe and happy.

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

- Which statement does *not* tell what someone thinks or feels?
 - Knut was incredibly adorable.
 - Knut was raised by humans.
 - Knut was remarkably playful with people.
 - Knut was very easy to photograph.
- Which statement from the passage is an opinion?
 - Newspapers dubbed him “Cute Knut.”
 - His photo appeared on magazine covers.
 - As time passed, Knut grew bigger.
 - As Knut grew, so did his problems.
- Which of these is a fact about Knut’s future?
 - He will be given a polar bear companion.
 - He will never be able to have a normal life.
 - He will always be unhappy and cry often.
 - No one knows what his future holds.
- Which statement would the writer probably agree with?
 - People should not have photographed Knut.
 - Zookeepers did not take good care of Knut.
 - “Cute Knut” was a good name for the cub.
 - The zoo should release Knut into the wild.

STRATEGY PRACTICE Write a question about Knut based on the information in the passage. Then have a partner answer the question.

READ THE PASSAGE

Look for clues that tell you what happened with Tom and Lindsey before the beginning of the story.

In the Cafeteria

When Tom brought his lunch to her table, Lindsey knew something was up. "Your friends are over there," she said, nodding toward the other side of the cafeteria.

"I'd rather sit here today," Tom replied. He took a bite out of his pizza and looked around the cafeteria. Lindsey stared straight ahead, silent.

"So, what's new?" Tom asked. Lindsey picked at her food, pretending that she hadn't heard him. "Look, Lindsey, I'm sorry," Tom said. "I was just kidding about your shoes."

"I can't believe you said that in front of everyone," Lindsey said. Anger rose inside her, but she kept control of herself. "My mom bought me those shoes because she thought I would like them. Now everyone's going to call me 'Sparkle Toes' forever." She pushed her feet beneath her backpack, which she had placed on the floor. She tried her best to hide the silver sneakers with their glittery pink laces. "I thought we were friends," she said, looking down.

"We *are* friends," Tom said. "I was just trying to be funny. How can I make it up to you?"

Finally Lindsey realized that Tom meant what he said. Plus, she had an idea. She began unlacing her shoes. "Give me your laces. You wear mine for the rest of the day," she said. Then she glanced at the second piece of pizza on Tom's plate. "And give me your other slice of pizza. Then we'll be even."

Tom nodded and smiled. "That seems fair," he said, pushing his plate toward Lindsey with one hand and reaching down to untie his laces with the other.

SKILL PRACTICE

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

1. Why does Tom sit at Lindsey's table?
 Ⓐ because he wants to apologize
 Ⓑ because he wants to share his pizza
 Ⓒ because no other tables are free
 Ⓓ because he likes her shoes
2. Which of the following is *not* a fact about Lindsey's shoes?
 Ⓐ They are silver.
 Ⓑ They look silly.
 Ⓒ They have glittery laces.
 Ⓓ Lindsey's mom bought them for her.
3. Why does Lindsey trade shoelaces with Tom?
 Ⓐ Tom likes Lindsey's laces better.
 Ⓑ Lindsey's shoes do not fit properly.
 Ⓒ He wants to wear her shoelaces.
 Ⓓ She wants him to prove that he is sorry.
4. Which statement expresses a fact from the story?
 Ⓐ Lindsey is too sensitive.
 Ⓑ Tom is unkind.
 Ⓒ Lindsey asks for a slice of Tom's pizza.
 Ⓓ Tom should do the right thing.

STRATEGY PRACTICE

What happened before the story began? Tell a partner how you figured it out.

Compare and Contrast

Students practice comparing and contrasting by looking for 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.

DAY 1

Review the *Compare and Contrast* skill. Say: **When we compare and contrast, we look at how two or more things are alike and different.** Tell students that they will be reading a short story about two students who enter a science fair. Then read aloud the instructions at the top of the page. Remind students of the *Make Connections* strategy (Week 2). Ask: **Have you ever made a project for a science fair or other contest? Were you nervous about winning?** Invite students to briefly describe their experiences. Explain: **Thinking about your own experience with projects or contests will help you understand the events in this story and relate to how the characters feel.** Then direct students to read the story and complete the skill and strategy practices activities.

DAY 2

Remind students of the *Compare and Contrast* skill and inform them they will read a passage that compares humans to ants. To help students with the skill practice, point out that making analogies is one way to show how two things are similar. Explain: **An analogy compares two pairs of things. The relationship between the first pair is the same as the relationship between the second pair.** Write the following example on the board: “Horse is to animal as redwood is to ____.” Say: **First I ask myself what the relationship is between *horse* and *animal*. A horse is a kind of animal. Then I apply this relationship to the second pair to find the missing word. A redwood is a kind of tree.** Remind students that as they read, they should monitor their comprehension to make sure they are understanding the comparisons being made. Then have students read the passage and complete the skill and strategy practice activities.

DAY 3

Inform students that they will be reading about two famous fossil hunters from the late 1800s. Build background by displaying images of dinosaurs, fossil remains, or paleontologists at dig sites. Then review the *Make Inferences* skill. Explain: **When you make an inference, you use clues from the text and your own knowledge to figure out information that the author does not state directly.** Then remind students of the *Make Connections* strategy and ask: **Have you ever seen dinosaur fossils at a museum? What books have you read or movies have you seen about dinosaurs?** Suggest that students jot down their ideas and refer to them as they read in order to make inferences about fossil hunting. Then have students read the passage and complete the skill and strategy practice activities.

DAY 4

Review the definition of *inference* with students. Then inform them that they will be reading a passage about an early example of democracy in North America. Remind students, if necessary, that the United States is a democracy, or a form of government in which people elect their leaders and vote to pass or change laws. Then remind students of the *Monitor Comprehension* strategy. Say: **You can check your understanding of the text by rereading it.** Have students read the passage and complete the skill practice activity. Before students complete the strategy practice activity, direct them to reread the text and to note what they have understood better the second time.

DAY 5

Inform students that they will practice making comparisons and inferences as they read a story about three children helping their uncle move. Remind students of the *Make Connections* strategy. Say: **Put yourself in the characters’ places as you read so you understand why the kids are arguing about who should do which job.** Then direct students to read the passage and complete the skill practice activity. For the strategy practice activity, have students work in pairs and then share their answers with the rest of the group.

READ THE PASSAGE Think about how the two science fair projects are alike and different.

Two Volcanoes

Lea thought there was a good chance that her volcano project would win first place at the science fair. She had covered a glass tube with a cone-shaped wire frame and plaster. Then she had painted it brown so the cone looked like a mountain. When it was her turn to present her project, she would put baking soda into the glass tube and add vinegar to it. The vinegar and acid would cause a chemical reaction, and the mixture would bubble up out of the top. She even added red food coloring to the vinegar to make the mixture look like hot lava. The handwritten notecards next to the model on the display explained how a volcano erupts.

Bernadette thought it was very likely that *her* volcano would win first place at the science fair. She had sculpted a mountain from brown clay and had shaped pieces of red, orange, and black clay to represent lava flowing down the sides. She had even formed small rocks and trees out of clay and used toothpicks to stick them to the mountain slopes. The detailed display featured several notecards with neatly hand-lettered titles and interesting facts about volcanoes.

On the day of the science fair, the girls saw each other's entries. Each girl admired the other's project. "I like your trees and rocks," Lea said to Bernadette.

"Thanks," Bernadette replied. "I can't wait to see your volcano in action!" They wished each other good luck and waited for the judges to choose the best project.

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

- Which is a feature of both projects?
Ⓐ glass tubes
Ⓑ carved clay figures
Ⓒ handwritten notecards
Ⓓ vinegar and baking soda
- Which feature does Bernadette's project have that Lea's does *not* have?
Ⓐ trees and rocks
Ⓑ lava
Ⓒ plaster and wire
Ⓓ paint
- Which statement describes how the projects are different?
Ⓐ Only one of them is brown.
Ⓑ Only one uses a variety of materials.
Ⓒ Only one of them has a display.
Ⓓ Only one of them uses a chemical reaction.
- Lea and Bernadette are both _____.
Ⓐ worried about losing
Ⓑ confident about their work
Ⓒ upset about competing against each other
Ⓓ afraid of volcanoes

STRATEGY PRACTICE Describe a project that you did for school or for a competition. Explain how your experience was similar to or different from the characters' experiences.

READ THE PASSAGE Think about how humans and ants are alike and different.

Complex Creatures

Humans are a complex species. We build structures to live in. We communicate with each other, which enables us to work in teams. We can adapt to most climates on Earth. We can eat almost any plant or animal, and we can grow our own food. These abilities set us apart from most species.

There is another type of creature, however, that can do all these things and more. In fact, these animals can also lift almost twenty times their own body weight. And their species has been on Earth for about 100 million years. You have probably seen their colonies in your backyard or neighborhood. They're ants!

Ants live on every continent except Antarctica. They use their antennae to communicate with one another, and they work together to build homes or to carry objects. Like humans, they also farm. Leafcutter ants farm fungus in their homes and use leaves as fertilizer. Other species of ants "raise" aphids, small insects that produce a special liquid. The ants take care of the aphids and keep them nearby so the ants can drink the liquid.

Of course, ants are also different from humans. Ants live mostly underground. Their colonies are made of complex tunnels in the dirt. And their life span is much shorter than ours. Individual ants typically live for only about three months, while humans can live for decades.

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

- Some ants are to aphids as human ranchers are to _____.
 (A) aphids
 (B) dirt
 (C) cattle
 (D) fertilizer
- One way that humans and ants are different is that humans can _____.
 (A) work in teams
 (B) build structures to live in
 (C) communicate with one another
 (D) live for decades
- Antennae are to ants as _____ are to humans.
 (A) voices
 (B) legs
 (C) heads
 (D) species
- Which statement does the passage best support?
 (A) Humans are superior to ants in every way.
 (B) Ants are better farmers than humans are.
 (C) Humans and ants are adapted to live everywhere in the world.
 (D) Humans and ants have more in common than it may seem.

STRATEGY PRACTICE List three interesting facts about ants that you learned from the passage.

READ THE PASSAGE

Use clues from the text and your own knowledge to make inferences about the competition for fossils.

Bone Wars

The idea of huge reptiles roaming the earth has fascinated people since the very first fossils were discovered. Interest in prehistoric creatures was at an all-time high during the late 1800s, and people who discovered fossils were practically considered celebrities. Two men in particular were in a big hurry to discover new specimens and become famous for their finds.

Othniel Marsh and Edward Cope were both scientists in the field of natural history, and the competition between them was bitter. It began when Marsh paid some of Cope's fossil diggers to send fossils to him. Cope worked quickly to report his findings so Marsh couldn't publish articles about a subject before Cope did. Working quickly to outdo each other, both men made mistakes on occasion. Cope discovered a species called *Elasmosaurus*, but he incorrectly placed the skull at the end of the tail when he displayed the skeleton. Marsh discovered an example of *Apatosaurus* but mistakenly gave it the skull of a completely different animal.

Despite their mistakes, the two men made many valuable discoveries. Between them, Cope and Marsh discovered dinosaur species including *Stegosaurus* and *Triceratops*, as well as other giant lizards such as the sail-backed *Dimetrodon* and the winged *Pteranodon*. Imagine what else the two men could have accomplished if they had worked together.

SKILL PRACTICE

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

- Based on the passage, you can tell that the Bone Wars _____.
 Ⓐ proved that rivalry is always bad for science
 Ⓑ ended an interest in dinosaur fossils
 Ⓒ brought both good and bad results
 Ⓓ were carried on by the next generation
- The author suggests that scientists Marsh and Cope _____.
 Ⓐ could have achieved more by working together
 Ⓑ should have started their own museums
 Ⓒ should have worked in different areas of science
 Ⓓ did not know what they were doing
- What can you infer about *Elasmosaurus* and *Apatosaurus*, based on the passage?
 Ⓐ They were dinosaurs.
 Ⓑ They never existed.
 Ⓒ They were rival scientists.
 Ⓓ They were discovered before 1800.
- Which idea does the passage support?
 Ⓐ All fossil hunters are bitter rivals.
 Ⓑ Cope and Marsh did not know how to assemble skeletons.
 Ⓒ The Bone Wars did more harm than good.
 Ⓓ The history of science includes many conflicts.

STRATEGY PRACTICE

Describe a time when you were eager to finish something before someone else did. What happened?

READ THE PASSAGE Use clues from the text to make inferences about the Iroquois Confederacy.

The First American Democracy

You might assume that democracy first came to North America when the United States government was founded. But in fact, the first democratic body was a confederation of Native American tribes.

The Iroquois Confederacy, or Iroquois League, began sometime between 1570 and 1600, in what is now New York State. It included the Mohawk, Oneida, Onondaga, Cayuga, and Seneca tribes. Each tribe member had one vote to elect a chief. Each chief had one vote at the common council of tribes. If a group did not want to remain in the Confederacy, they could leave at any time. Also, any group was allowed to join the Confederacy as long as they agreed to the rules.

In 1722, the Tuscarora tribe joined the Confederacy, which then became known to European settlers as the Six Nations. However, the member tribes of the Six Nations called themselves *Haudenosaunee* (ho-dee-no-SHO-nee), which means “people building the longhouse.” They considered their confederation to be like a big house in which all the tribes lived, helping and protecting one another.

During the American Revolution, the Six Nations were divided. Some tribes helped the American colonists, and some helped the British. After the Americans finally won the war against Britain and its allies in 1779, the members of the Confederacy all migrated to new homelands. In this way, the first democracy in America was split apart by the second democracy.

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

- Which can you infer, based on the passage?
 - All Native Americans lived in New York State.
 - The Tuscarora tribe did not believe in democracy.
 - Tribal chiefs had equal power within the Confederacy.
 - The British did not like the Six Nations.
- Why did the tribes of the Six Nations call themselves *Haudenosaunee*?
 - The name was hard for colonists to pronounce.
 - The name was used as a secret password.
 - It encouraged tribes to build houses together.
 - Its meaning reflected the tribes' common goals.
- Why do you think some tribes sided with the British instead of with the Americans?
 - The tribes were at war with each other.
 - The tribes had more in common with British people than with Americans.
 - The tribes were concerned that Americans would not treat them well.
 - The British were better soldiers than the Americans.
- Based on the passage, what can you conclude?
 - New tribes in the Confederacy could not vote.
 - The Iroquois League ended in 1779.
 - Six Nations members moved to Britain.
 - Voting was unfamiliar to Six Nations tribes.

STRATEGY PRACTICE Describe something in the passage that you understood better after rereading it.

READ THE PASSAGE Notice the different solutions that Gina, Julius, and Eddy have on moving day.

Moving Day

Gina, Julius, and Eddy sat on Uncle Tim's living room floor. Uncle Tim was moving across town, and the kids were trying to decide how to work together to pack their uncle's books.

"Julius, you can start putting the books into boxes," Gina directed.

"No," Julius argued. "I think Eddy should do that. I'm the strongest, so it's best if I carry the boxes to the truck after Eddy has packed them."

"I don't want to pack them," grumbled Eddy. "I want to watch TV."

"Too bad, Eddy," said Gina. "Your job is to put the books into the boxes. Then I'll tape the boxes shut, and Julius will carry them out."

"I have a better idea," Eddy declared.

"Eddy!" Gina and Julius both said as they stood up, annoyed with their brother. "We know you want to watch TV," Gina said, "but Uncle Tim needs your help today."

"I *know!*" Eddy responded. "I want to help. How about if you put the books into the boxes and I close the boxes—but not with tape?" Eddy then dragged a box of books to the center of the living room. He folded down the flaps on the top of the box in clockwise order and finished by tucking half of the last one under the first one. Then he tipped the box over on its side. The flaps stayed shut, and nothing fell out. "See?" Eddy exclaimed.

Gina crossed her arms and raised her eyebrows. "Fine. I guess I'll pack, then," she said.

Eddy smiled. He clicked the TV remote and waited for his sister to finish filling a box.

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

- Which statement does the passage support?
 - Julius, Gina, and Eddy cannot find a way to work together.
 - Eddy is more excited to help Uncle Tim than Gina is.
 - Julius is more eager to carry the boxes than Gina is.
 - Uncle Tim has a better TV than the kids do.
- Gina and Julius are both _____.
 - organizing Uncle Tim's books
 - ready to watch TV instead of work
 - good at giving orders
 - eager to carry the boxes
- What *cannot* be concluded from the passage?
 - The kids want to help their uncle.
 - Everyone wants to pack the boxes.
 - Eddy is clever.
 - Julius is strong.
- Why is Eddy smiling at the end of the story?
 - He can watch TV while Gina fills the boxes.
 - He can watch TV instead of helping.
 - He likes his uncle's books.
 - He is glad that he does not have to use tape.

STRATEGY PRACTICE If you were helping someone move, which would you rather do—pack, tape shut, or carry boxes? Explain your answer to a partner.

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when the 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. Explain: **Nonfiction texts can also have characters and settings. The main character of a biography is the subject—that is, the person the biography is about.** Tell students that they will be reading a biographical sketch of athlete Jim Thorpe. Say: **You can better understand the life and times of an important person when you recognize when and where the events take place.** Build background by discussing sports during the early 20th century and pointing out that the decathlon and pentathlon were considered to be the most difficult Olympic events at that time. Then remind students of the *Organization* strategy (Week 4) and say: **As you read, underline dates and phrases that refer to time, such as “After the Olympics.” This will help you understand the order of events, even though they are told out of sequence.** When students have finished reading the passage, have them complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students that *character* and *setting* are elements of fiction. Inform students that they will be reading a short story about two hikers at Yosemite’s Half Dome. Identify Yosemite National Park on a U.S. map. If possible, display photos of climbers on the Half Dome trail. Explain that cables were installed on the face of Half Dome to make climbing easier and safer. Then remind students of the *Visualization* strategy (Week 3). Say: **As you read the story, try to imagine what the characters see and feel.** Have students read the passage and then complete the skill and strategy practice activities. Review the answers as a group and encourage students to describe or display the pictures they drew.

DAY 3

Review the definition of *theme* with students. Say: **A theme is the author’s message about life. It’s what the author wants to tell readers.** Remind students that authors don’t usually state the theme directly. Explain: **To figure out the theme, look for phrases that suggest what the author thinks or believes.** Inform students that they are going to read about Alcatraz Island. Build background by explaining that Alcatraz, which is located in San Francisco Bay, is most famous for the prison that once operated there. Then remind students of the *Organization* strategy and instruct them to pay attention to dates and signal words to help them determine how the author organized the information. Have students read the passage. Then direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Explain to students that they will be reading about Arches National Park in Utah. Build background by showing students pictures of the park’s arches, if possible. Then review the concept of *theme* and read aloud the instructions at the top of the page. Point out the title of the passage and ask: **Do you think the author likes the desert? (yes) How can you tell? (from the word *beauty*)** Review the *Visualization* strategy and remind students to form mental images of the desert landscape as they read. Then have them read the passage and complete the skill and strategy practice activities.

DAY 5

Inform students that they will read about the history of Wall Street. Say: **In this passage, Wall Street is the setting, but it is also a kind of character. The author describes how Wall Street’s “personality” has changed over time, and she uses this idea to develop the theme of the passage.** Then remind students of the *Organization* strategy. Point out the three parts of the text and say: **As you read, notice how each section builds on the previous one.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about the subject of the biography and where the events take place.

The World's Greatest Athlete

On a late July day in 1912, the crowd in Stockholm, Sweden, went wild as Jim Thorpe emerged on the field. He had just won an Olympic gold medal in both the decathlon and the pentathlon. A decathlon is a group of ten track and field events. A pentathlon is made up of five events. That year, the pentathlon consisted of the long jump, javelin throw, discus throw, 200-meter dash, and 1500-meter run.

Jim Thorpe was born in 1888 near Prague, Oklahoma, on Sac-Fox tribal land. His Indian name was Wa-Tho-Huk, which means "Bright Path." The path would indeed be bright for the athlete, who became one of America's earliest sports heroes. On that day in 1912 when Thorpe won his gold medals, the King of Sweden told him, "Sir, you are the greatest athlete in the world."

After the Olympics, Thorpe played professional football, baseball, and basketball. Thorpe retired from sports in 1928, at age 41. In 1963, he was named to the Pro Football Hall of Fame.

In 1913, the Olympic Committee learned that Thorpe had been paid for playing baseball prior to the Olympics. This was against Olympic rules at the time, so they took away Thorpe's medals. The committee restored his medals in 1982. Today, the legend of Jim Thorpe lives on.

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

- Where and when did Thorpe win Olympic gold?
 - in Prague, Oklahoma, in 1888
 - in Prague, Oklahoma, in 1912
 - in Stockholm, Sweden, in 1888
 - in Stockholm, Sweden, in 1912
- Which adjective best describes the setting at the Olympic stadium when Thorpe won?
 - tense
 - exciting
 - confusing
 - serious
- Based on the passage, which statement best describes Thorpe?
 - He was a talented American athlete.
 - Most of his success occurred in other countries.
 - He was bitter about losing his Olympic medals.
 - He was humble and kind to others.
- Thorpe's athletic achievements _____.
 - were recognized only in America
 - ended after the Olympics
 - made him a sports hero
 - were never recognized

STRATEGY PRACTICE Choose three events mentioned in the passage. Write them in chronological order (the order in which they occurred in Jim's life). Include the years they happened.

READ THE PASSAGE Visualize the setting of the story as you read.

Climbing Half Dome

Pete's mouth dropped open when he first saw the mountain he was supposed to climb. The tall, gray, granite mountain known as "Half Dome" looked like half of a giant hard-boiled egg. The mountain towered majestically over a river valley filled with evergreen trees. Half Dome was covered in snow that day, which would add to the difficulty and danger of climbing it.

"Let's go!" said Pete's friend Lisa, adjusting her backpack as she started along the trail.

Pete wondered if it was really safe to climb the face of the mountain. They had spent half an hour walking toward Half Dome. As they approached, the mountain seemed to stretch and disappear into the clouds. It was even larger up close than he had thought. "I'm not sure about this," Pete said, letting his fear show.

"Come on, don't worry!" Lisa called from a few paces ahead of him. "It won't be as scary as it looks." She smiled and waited for Pete to catch up.

Finally, at the mountain's base, Pete saw a thin but strong-looking cable stretching up the side of the rock. Climbers were using footholds—boards bolted into the granite—and holding on to the cable to pull themselves along. Lisa grabbed the cable and grinned. "Ready, Pete?" she asked.

The cable stretched hundreds of feet above him. "I can't wait!" Pete replied excitedly.

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

1. What is the setting for most of the story?
Ⓐ a campground near Half Dome
Ⓑ the top of Half Dome
Ⓒ the hiking trail to Half Dome
Ⓓ a trail going up the face of Half Dome
2. Which detail best suggests that Lisa is adventurous?
Ⓐ She grins when she grabs the cable.
Ⓑ She tells Pete not to be afraid.
Ⓒ She waits for Pete to catch up to her.
Ⓓ She adjusts her backpack.
3. The author compares Half Dome to _____.
Ⓐ a tall, gray, granite mountain
Ⓑ half of a hard-boiled egg
Ⓒ a dangerous peak over a valley
Ⓓ a stretching giant in the clouds
4. What part of the setting makes Pete feel nervous?
Ⓐ the cable going up the mountain
Ⓑ the boards bolted into the rock
Ⓒ the sight of the snow-covered mountain
Ⓓ the evergreen trees and river

STRATEGY PRACTICE Draw a picture to show what Pete sees at the beginning of the story.

READ THE PASSAGE Think about the message, or theme, in this description of a famous landmark.

Alcatraz: From Prison to Preserve

Alcatraz Island was once home to many of America's toughest, most infamous criminals, including Al Capone and Robert "Birdman of Alcatraz" Stroud. Alcatraz was an island prison where no inmate ever successfully escaped, a chunk of land so remote and barren that it earned the nickname "The Rock." However, not all residents of Alcatraz Island arrived in handcuffs.

When Spanish explorers discovered the island in 1775, they called it *La Isla de los Alcatraces*, or "Island of the Pelicans." Pelicans weren't the only birds living on the island, but the name *Alcatraz* stuck.

Humans inhabited Alcatraz for the next two hundred years. This island was home to a lighthouse, a military fort, and, later, the maximum-security prison that made it famous. It was nearly impossible to escape from this jail located in the middle of San Francisco Bay.

In 1963, the prison was closed. But in 1973, Alcatraz became part of the Golden Gate National Recreation Area. Snowy egrets and black-crowned night herons are among the birds that make their homes on the island today. These birds, and small animals such as deer mice and salamanders, live where soldiers and prisoners once watched waves crash against the shore. While much of Alcatraz's fame comes from its history as a place of guards and locked cells, another part of the story comes from the island's wild, natural beauty.

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

- One message of the passage is that Alcatraz Island shows a contrast between _____.
 - Al Capone and Robert Stroud
 - an island and a bay
 - guards and prisoners
 - locked cells and wild nature
- According to the passage, Alcatraz is best known as _____.
 - a fortress
 - a lighthouse
 - a prison
 - part of a national park
- Which statement is a theme of the passage?
 - Both the wildlife and the prison are part of the island's history.
 - Alcatraz Island's natural beauty is more valuable than its history as a prison.
 - The prison never belonged on the island.
 - Alcatraz Island has a frightening history.
- What does Alcatraz represent today?
 - a place untouched by human history
 - a place dominated by crime and violence
 - a place of pain and suffering
 - a place to experience nature and history

STRATEGY PRACTICE Did the author organize the passage mainly by sequence of events, by comparing two things, or by both? Explain your answer.

READ THE PASSAGE As you read, think about what the author wants to tell you about nature.

Desert Beauty

If you ask most people about the desert, they might describe sand and rocks and an occasional shrub. Arches National Park in Utah shows a different scene. Visitors to Arches are astonished by the life and color in the desert. Wildflowers and blooming cactuses are a bright contrast to the red rock. Deep-blue Steller's jays flit and hop, while red-tailed hawks soar overhead.

Of course, the park is most famous for its magnificent landforms. More than 2,000 natural arches have been discovered in the park. Some of these rock formations are free standing, forming graceful curves against cloudless skies. Others jut out from canyon walls and rocky cliffs.

These desert arches were created over the course of 100 million years, as wind and water slowly wore away the rock. Although the arches took millions of years to form, it takes only seconds to lose an arch forever. In 1991, Landscape Arch, the park's largest arch, lost a slab of rock 60 feet long. The arch still stands, but it is now much more fragile. In 2008, the bridge of another famous arch, Wall Arch, collapsed completely. Located along a popular trail, the 71-foot arch finally gave way to the forces of gravity and erosion.

In the beauty of this desert park, paved roads and cars are the only interruption to the natural scene. But these modern conveniences make it possible for people to enjoy nature's spectacular work while it still exists.

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

1. What is Arches National Park best known for?
Ⓐ the shape of the rock formations
Ⓑ flowering cactuses
Ⓒ red-tailed hawks
Ⓓ deep canyons and cliffs
2. Why does the author think that park visitors are surprised by what they see?
Ⓐ It took such a long time for the arches to form.
Ⓑ For a desert, it has a lot of life and color.
Ⓒ Some of the arches have collapsed.
Ⓓ The park has modern conveniences.
3. Which statement is a theme of the passage?
Ⓐ All deserts are dry, empty, dead places.
Ⓑ Arches National Park is a dangerous place.
Ⓒ Some forces of nature act slowly, while others are fast.
Ⓓ Cars and other modern conveniences are harmful to the desert.
4. What makes the arches fragile, or easy to break?
Ⓐ the desert heat
Ⓑ pollution from cars
Ⓒ the force of gravity
Ⓓ the dry climate

STRATEGY PRACTICE Underline words and phrases from the passage that helped you form a mental image of Arches National Park.

READ THE PASSAGE

Think about what the author wants you to know about Wall Street.

The Road to Wall Street**A Wall of Wood**

In 1653, Dutch colonists inhabited the island of what is now Manhattan, New York. To protect their colony against invaders, the Dutch erected a wooden wall. It was tall and strong, but the wall was no match for the British, who took over the Dutch colony in 1664. The British destroyed the wall and paved the narrow path where the wall had once stood. They called it Wall Street.

Business Beginnings

Over the next 100 years, Wall Street became a popular place to do business. Trades and transactions frequently took place in coffeehouses. A group of merchants met regularly under a buttonwood tree in front of 68 Wall Street. In 1792, twenty-four of these businessmen signed the Buttonwood Agreement, forming what would eventually become the New York Stock Exchange.

Wall Street Today

Today, Wall Street is not only the center of American finance but one of the economic capitals of the world. Computers hum, phones ring, and large amounts of money trade hands every day in busy office buildings. Sidewalks bustle with bankers and stockbrokers whose decisions affect individuals, corporations, and even our nation's economy. Some people wonder whether the power and strength of Wall Street will last, or if it will fall just like the actual wall did.

SKILL PRACTICE

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

- What was Wall Street like in 1653?
 - a wood wall in a Dutch colony
 - a narrow paved path in a British colony
 - a street with busy coffeehouses
 - the financial heart of America
- How are the people who work on Wall Street today like those in 1792?
 - They are Dutch.
 - They make business investments.
 - They all meet at 68 Wall Street.
 - They use computers and phones.
- What is one theme of the passage?
 - Money is more important than security.
 - Wall Street symbolizes change and progress.
 - It is better to build than to tear down.
 - Agreements should always be kept.
- Which of these statements would the author probably agree with?
 - Progress does not guarantee success.
 - Nobody cares what happens on Wall Street.
 - Only rich people are affected by Wall Street.
 - Money is more important now than it was in 1792.

STRATEGY PRACTICE

Why does the passage have three parts? Describe the purpose of each part.

Author's Purpose

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

Prediction

Students practice using clues from the text to predict what will happen next in the passage.

DAY 1

Review the common reasons that authors write (to entertain, to inform, to teach, and to persuade). Say: **Thinking about an author's reason for writing a passage can help us better understand what we read.** Inform students that they are going to read a passage about a camera that was invented in 1982, called the Holga. If possible, show students pictures of different kinds of cameras, including the Holga, and make sure students know the difference between film and digital cameras. Then remind students of the *Ask Questions* strategy (Week 6). Explain: **As you read, you can ask yourself questions to analyze the choices that the author made in writing the text.** Read aloud the title of the passage and the first paragraph, and model: **The author uses the word *plastic* in the title. Is that an important feature of the Holga? As I read on, I may find out.** Have students read the passage and complete the strategy and skill practice activities. Review the answers together.

DAY 2

Review the concept of *Author's Purpose* and explain that an author may have more than one purpose for writing a passage. Inform students that they are going to read about *saffron*, a valuable spice that comes from crocus flowers. Build background by reviewing the parts of a flower, including the stile and stigma, and show pictures if possible. Then remind students of the *Make Connections* strategy (Week 2). Say: **When you read about a new topic, you can improve your understanding by thinking of a related topic that is more familiar. For example, if you've never heard of saffron, think of some spices you know. (e.g., cinnamon, dill, oregano) How do they taste? What do they look like?** Have students read the passage and complete the skill and strategy practice activities.

DAY 3

Review the *Prediction* skill with students. Point out that a prediction is a reasonable guess based on clues from the text and on prior knowledge. Tell students that they will be reading about the first dog launched into space. Read aloud the instructions at the top of the page. Then remind students of the *Ask Questions* strategy. Say: **As you read, ask yourself questions about Laika or the *Sputnik* spacecraft. Write your questions in the area for the strategy practice. See if your questions lead you to any predictions.** Direct students to read the passage and complete the skill practice activity. Review the answers together. Then discuss students' questions from the strategy practice activity.

DAY 4

Inform students that they are going to make predictions as they read a short story about two actors making an action film. Explain, if necessary, the roles of a director and a stunt double. Then remind students of the *Make Connections* strategy. Read aloud the title of the story and ask: **Would it bother you to touch or hold a snake?** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students that they will practice identifying the author's purpose and making predictions as they read a short story about a jazz musician who gives a presentation to a class. Then remind students of the *Ask Questions* strategy. Explain: **As you read this story, ask yourself why the characters act a certain way or respond to each other as they do. Ask yourself what Terry or Herbie will do or say next.** Point out, too, that Herbie asks the guest speaker a question. To prepare students for the strategy practice activity, say: **Consider the speaker's response, and think about any follow-up questions you might have.** Have students read the passage and complete the skill and strategy practice activities. Then review the answers together.

READ THE PASSAGE As you read, think about why the author wrote the passage.

A Plastic Eye

Today, just about everyone has a camera. We can take pictures with our cell phones, e-mail photos to our friends, and print out pictures from a computer in a matter of seconds. Thirty years ago, however, cameras were not as simple to use or readily available. They used film, which was expensive and had to be processed with special chemicals in order to make prints. Then, in 1982, a new type of camera made photography easier and more affordable. It was a film camera, but it had a built-in flash and other conveniences. The camera was called the Holga.

The Holga camera was made completely of plastic. Even the lens, which is normally made from high-quality glass on most cameras, was plastic. Plastic is cheaper than metal or glass, so the camera makers could keep the Holga's price low enough for most people to afford.

However, once people began using the Holga, they noticed problems. Sometimes dark spots appeared at the corners of the photos. Sometimes the colors that appeared in the photos were different from the colors of the actual objects photographed. The camera's cheap construction and materials allowed light to leak inside the camera and affect the film.

Although some customers were upset about these defects, many people liked the strange and often unique effects that the camera produced. Professional photographers began using the camera to photograph landscapes, people, and street scenes. Even today, in a world filled with precision equipment, some people choose the unpredictable Holga to take unique pictures.

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

- Which of these points does the author *not* make about the Holga?
 - It is affordable.
 - The photographs that people take with it are unusual.
 - People rejected it because it was cheap.
 - Every part of it is made of plastic.
- Which idea does the passage support?
 - Imperfect tools can still be useful.
 - Nobody takes artistic pictures anymore.
 - A plastic lens is worthless to a professional photographer.
 - Plastic cameras are better than metal cameras.
- The author's purpose in writing the passage is to _____.
 - warn people about using the Holga
 - inform people about an unusual camera
 - convince people to use digital cameras
 - prove that photography has changed since 1982
- How does the author most likely feel about the Holga?
 - It is good for taking pictures of landscapes but not of people.
 - It takes exceptional pictures.
 - It is not worth the price.
 - It produces interesting images.

STRATEGY PRACTICE Write a question that you would ask a photographer who uses a Holga camera.

READ THE PASSAGE Think about the author's purpose as you read about an unusual spice.

Red Threads

Few of us think twice about how much it costs to sprinkle a little spice on our food. But there is one spice—the most expensive one in the world—that can cost more than \$1,000 per pound. It has been used in kitchens, as well as in artwork and cosmetics, for thousands of years. The color of this spice is beautiful and unique. Buddhist monks use it as the official color of their prayer robes. What makes this spice, called *saffron*, so treasured?

Saffron comes from a small flower called a crocus. Each blossom grows three tiny red threads, or stigmas, which are then dried and sold as saffron threads. The dried threads can also be ground and sold as powder. It takes 75,000 crocus blossoms, or 225,000 stigmas, to produce one pound of dried saffron. That's a patch of flowers the size of a football field! In addition, the tiny stigmas must be picked by hand.

Saffron is prized for its rich color and powerful flavor, which some people compare to bitter honey. Just a pinch of the powdered spice is enough to flavor a pound of rice and give it a deep golden color. Even though crocus stigmas are red, the spice turns foods or liquids a golden yellow.

Throughout history, saffron has also been used as a medicine. According to modern studies, saffron may even lift a person's mood. This precious spice may come at a high price, but many people believe it is worth every penny.

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

- What is the author's main purpose in the first paragraph?
Ⓐ to describe the flavor of saffron
Ⓑ to tell an amusing story about saffron
Ⓒ to prove that saffron is overpriced
Ⓓ to introduce the uses of saffron
- Why does the author mention that saffron must be picked by hand?
Ⓐ to encourage people to grow crocuses at home
Ⓑ to describe how to get saffron from a crocus
Ⓒ to explain how difficult it is to obtain saffron
Ⓓ to suggest that saffron is a natural product
- Which statement about saffron would the author most likely agree with?
Ⓐ It is expensive but worth it.
Ⓑ It is an unattractive color.
Ⓒ It tastes terrible.
Ⓓ It is good for people's health.
- Which of these is *not* one of the author's purposes in writing the passage?
Ⓐ to describe what saffron is
Ⓑ to persuade people to grow saffron
Ⓒ to show how popular saffron is
Ⓓ to explain why saffron is valuable

STRATEGY PRACTICE Describe a spice that you are familiar with. Explain one way that you use it.

READ THE PASSAGE

Use your own knowledge and clues from the text to make predictions about the first dog in space.

The First Dog in Space

In October 1957, Russia launched the first man-made satellite, called *Sputnik*, into orbit. Russian scientists immediately began working on new experiments in space. They wanted to see if living things could exist in the weightlessness of space and survive outside Earth's atmosphere.

Russian scientists decided to use a dog to test the effects of space conditions. They collected several stray dogs from the streets of Moscow for the experiment. After a series of tests, one dog proved to be the best candidate. She was named Laika or "Little Curly." Americans called her "Muttnik"—the *Sputnik* mutt!

Laika blasted off aboard *Sputnik 2* on November 3, 1957. She survived the launch and orbited Earth four times, managing the weightlessness of space. Sadly, the spacecraft could not be brought back to Earth, and Laika died in space. This sparked discussion around the world about animal rights. Today, Laika is honored alongside the human cosmonauts of Russia's space program. A monument was placed at a research facility in Moscow in 2008. Although *Sputnik 2* was her one and only flight, Laika is remembered as a space pioneer.

SKILL PRACTICE

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

- After Laika's mission, Russian space scientists most likely _____.
 - asked Americans for other nicknames for Laika
 - decided to use dogs in space instead of people
 - ended the space program
 - analyzed the data they had gathered
- What was probably the greatest benefit of Laika's journey into space?
 - It proved that living creatures could survive a space launch.
 - Scientists learned about training dogs.
 - It led to the launching of *Sputnik*.
 - It inspired a space medicine program.
- Which of these is most likely to happen in the near future?
 - Sputnik 2* will return to Earth.
 - Laika will be forgotten.
 - Dogs will be trained to fly spacecraft.
 - People will visit the monument in Moscow.
- What do you predict was a result of the animal rights discussion?
 - Animals were never used again in scientific research.
 - Moscow got rid of all stray dogs.
 - Russians were more careful about how they used animals for the space program.
 - The Russian space program used cats instead of dogs.

STRATEGY PRACTICE

Write two questions that you have about Laika or *Sputnik*.

READ THE PASSAGE Use clues from the story to make predictions about the characters and their actions.

Lights, Action, Snakes!

“Cut!” the director yelled. “Excellent work, everyone! Take a break before the next scene.”

Sam and Diane, the stars of the film, walked off the set together. Sam removed his wool cap and squeezed it nervously.

“You seem worried,” Diane said.

“Snakes creep me out,” whispered Sam, shuddering. “I hate being anywhere near them.”

“The scene won’t take long,” Diane reassured him. “Just get it out of the way, and you won’t have to think about it anymore.”

“Why can’t they use fake snakes? Or a stunt double—someone to play the scene for me?” Sam asked. “Or better yet, maybe *you* could hold the snakes!” he suggested.

Diane shook her head. “No, no. That wouldn’t make sense in the movie.”

“Well, it makes sense to me,” replied Sam.

“Oh, come on,” Diane said. “Think of your reputation. A big, strong action star like you—What would happen if your fans knew how scared you were of some harmless little reptiles?”

Sam narrowed his eyes. “You wouldn’t dare tell.”

“I would if you tried to get out of it,” Diane threatened.

Sam paused for a moment. “You’re right,” he said. “I wouldn’t want that.”

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

- What is Sam afraid to do?
 - operate the camera
 - act in a scene with snakes
 - act in a scene with Diane
 - hurt any snakes
- What will Sam probably do next?
 - ask for a stunt double
 - refuse to do the scene
 - continue working on the film
 - find a new career
- What will Diane probably do next?
 - ruin Sam’s reputation
 - refuse to work with Sam
 - get ready for the next scene
 - ask for a stunt double
- Which of these types of movies would Sam most likely work on in the future?
 - an action movie set in outer space
 - a funny movie for young children
 - a horror movie about a giant snake
 - a musical with lots of dancing

STRATEGY PRACTICE How would you feel if you had to act in a scene with snakes? Explain your answer.

READ THE PASSAGE Think about what might happen next, based on events in the story.

The Visitor

Herbie could barely stay in his seat. A jazz musician had come to speak to the class today, and Herbie had so many questions for him. The visitor was a short man with a wide-brimmed hat and a colorful suit. Herbie's teacher introduced the visitor as Terrence Harris, a clarinet player. "I'm sure the students will enjoy hearing about your music, Mr. Harris," she said.

"Please," said the man, "call me Terry."

Terry talked for a few minutes about music in general. Then he began talking about jazz, and his whole face lit up. He described what was unique about jazz music, and he explained how he had become a professional clarinet player. After a while, he asked the class if they had any questions. Herbie raised his hand.

"What's the best way to become a jazz musician?" Herbie asked.

Terry laughed. "First, find a musical instrument that lets you breathe music through it. Next, practice that instrument every day for the rest of your life."

Herbie's eyes opened wide. "I want to start practicing right now!" he shouted, jumping out of his chair.

"That's the spirit!" Terry said. "But why don't you wait until after school? Jazz players need to get good grades, too. When I was a young man, I didn't think much of school."

"Really? What do you mean?" Herbie asked as he settled in his seat again.

"Yes, really," Terry replied. "It all began when I was eleven years old. . ."

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

- Why does the author begin by saying that Herbie could barely stay in his seat?
 - to show that Herbie knows the visitor
 - to show that Herbie is excited about jazz
 - to show that Herbie is late for jazz practice
 - to show that Herbie knows a lot about jazz
- Which of these do you think Herbie will do?
 - leave class early
 - complain about Terry's presentation
 - talk to his parents about music lessons
 - ask his parents if he can quit school
- What is the author's main purpose for writing the story?
 - to explain what is unique about jazz
 - to describe a clarinet
 - to tell a realistic story about a boy meeting a musician
 - to give instructions on becoming a musician
- What will most likely happen next in the story?
 - Terry will talk about his youth.
 - The teacher will let everyone leave early.
 - Terry will give the class a clarinet lesson.
 - The teacher will give a test about jazz.

STRATEGY PRACTICE What question would you ask Terry if you were in Herbie's class?

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

Tell students that they will be reading an interview with a forensic scientist. Build background by clarifying that forensics uses physical evidence to establish facts about a crime or other event. Then remind students that an interview is one kind of nonfiction text. Explain: **Nonfiction texts include features such as titles, subtitles, and section headings, which organize the information into understandable chunks. In an interview, the names of the speakers are highlighted to help you see who is asking and who is answering the questions.** Then remind students of the *Determine Important Information* strategy (Week 5). Read aloud the title of the interview and say: **This title tells me that David Cooper is a forensic scientist. His job must be an important reason for the interview.** Have students read the interview and complete the skill and strategy practice activities.

DAY 2

Remind students that nonfiction texts often have a table of contents to show how the text is organized. Say: **Although tables of contents may vary in how they present information, some features are common to all of them. For example, every table of contents lists page numbers.** Read aloud the instructions at the top of the page. Then remind students of the *Organization* strategy (Week 4). Say: **As you study the table of contents, notice how the information progresses from the introduction to the conclusion. Model: The chapter right after the introduction is “Silent Pictures.” I know that early movies did not have any sound. The next chapter has the word *sound* in it. I think the author organized the book in time order.** When students have finished, have them complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the *Visual Information* skill with students and explain: **Pictures provide information in a unique way.** Prompt students to look at the illustration on the page without reading the text. Ask: **What do you already know about the text before reading it?** (that it’s probably about a natural eruption of some sort) Review the *Determine Important Information* strategy. Then ask a volunteer to summarize the illustration. (e.g., Several people are watching something erupt. In the background, there are trees.) Say: **Look at the image every so often as you read, and notice which details seem to be important.** Have students complete the skill and strategy practice activities.

DAY 4

Remind students that visual information is data presented graphically, such as in a chart. Read aloud the instructions at the top of the page and the chart title. Ask: **What kind of data does the chart provide?** (monthly temperatures for Bryce Canyon) Point out that Bryce Canyon is a national park in Utah. Then ask: **What was the warmest temperature in January? (36°F) What was the coldest temperature for that month? (4°F) How was the average calculated?** (by adding the high and low and dividing by 2) **Do you think this chart is the same for every year in Bryce Canyon?** (no) Remind students of the *Organization* strategy. Ask: **How meaningful would the chart be if it did not show high and low temperatures separately?** (You would not know how warm or cold it got.) After students have studied the chart, have them complete the skill and strategy practice activities.

DAY 5

Tell students that they will practice identifying nonfiction text features and interpreting visual information as they study an index and an excerpt from a book on China. Remind them of the *Determine Important Information* strategy. Say: **Look at the illustration and read the caption below it. Think about the additional information that the caption provides.** When students have finished reading, have them complete the skill and strategy practice activities.

READ THE INFORMATION

Think about which text features help you follow this interview.

David Cooper, Forensic Scientist

CareerWatch: As a forensic scientist, you help solve crimes. What's the scariest situation you have found yourself in while working on a case?

David: Actually, my job is very safe. I work right here in this lab. I analyze data and materials. I hardly ever visit the crime scene. In fact, the most dangerous part of my job is the chemicals I use to develop fingerprints.

CareerWatch: On television, forensic scientists are often shown at crime scenes or running after criminals. Are you saying your job isn't like that?

David: That's right. All the drama on TV is meant to make the shows more interesting. But the jobs of crime scene investigators and forensic scientists are very different. Investigators bring in all the evidence, and I work to piece it together in the crime lab.

CareerWatch: Tell us about some of the tools and materials you work with every day.

David: Our lab has different stations for different tasks. We have chemicals and machines that can analyze DNA, fingerprints, hair samples, and other evidence. Today, I'm putting together a complete fingerprint from a smudged sample that the investigators found at the crime scene.

CareerWatch: On TV shows, forensic scientists use fancy computer equipment such as facial recognition software, 3D displays of crime scenes, and giant computer screens. Is that an accurate depiction?

David: Well, we do have high-tech equipment, but it's not exactly as you see on TV. Studying evidence isn't nearly as quick and easy as Hollywood makes it seem.



SKILL PRACTICE

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

- Who is the interviewer?
 - David Cooper
 - another forensic scientist
 - a reporter from a TV news channel
 - a reporter from *CareerWatch*
- Which title would be best for an article that features this interview?
 - "New DNA Machines Take Off"
 - "The Real Work of a Forensic Scientist"
 - "Daily Drama for Forensic Scientists"
 - "Careers in Crime Scene Investigation"
- Where does the interview take place?
 - in the home of a forensic scientist
 - during a break from filming a scene
 - at a crime scene
 - in the crime lab
- In what kind of publication would this interview most likely appear?
 - a magazine about interesting jobs
 - a Web site about popular TV shows
 - a manual for new forensic scientists
 - a book about analyzing crime evidence

STRATEGY PRACTICE

Give one example of how forensic science is different from the way it is shown on TV.

READ THE INFORMATION Study the content and organization of this book about movies.

Contents

Introduction	i
Silent Films	1
The Sounds of Progress	17
A Colorful World	33
Hollywood Rises Again	47
Big-Budget Blockbusters	55
Low-Budget Thrillers	67
Special Effects	71
Filmmaking Today	81
What Will Tomorrow Bring?	89
Conclusion	97
Index	100

By the 1930s, millions of Americans were flocking to movie theaters. New technology and big budgets brought major changes to filmmaking. It is no wonder that Hollywood and the actors who worked there gained enormous fame.

In 1939, *The Wizard of Oz* turned heads with its huge budget and cast. A young actress named Judy Garland sang the opening notes of “Over the Rainbow” and launched herself into the spotlight.

At a time when movies were still filmed mainly in black and white, Hollywood stars had to shine brightly enough to keep audiences interested. *Casablanca* opened in 1942 and featured a charming Humphrey Bogart and a beautiful Ingrid Bergman. These Hollywood stars proved that they didn’t need elaborate makeup or flashy special effects to entertain a nation. They needed only the spotlight and an audience to love them.

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

- Which book would most likely include this table of contents?
 - Movies Then and Now*
 - One Actor’s Journey*
 - The Making of Casablanca*
 - Special Effects and Low-Budget Hits*
- In which chapter of the book would the excerpt on the right most likely appear?
 - “Silent Films”
 - “Hollywood Rises Again”
 - “Special Effects”
 - “Low-Budget Thrillers”
- On which page would you begin reading to learn about the future of movies?
 - page 33
 - page 55
 - page 81
 - page 89
- According to the excerpt, what did Judy Garland and Ingrid Bergman have in common?
 - Both were singers.
 - Both were Hollywood stars.
 - Both were Hollywood directors.
 - Both were in movies with Humphrey Bogart.

STRATEGY PRACTICE What clues in the chapter titles and the excerpt suggest that this book is organized in chronological order?

READ THE PASSAGE

Use the illustration to help you visualize a natural geyser.

**Yellowstone's Faithful Fountain**

Old Faithful is a natural geyser, an eruption of hot water and steam into the air. Underground hot springs and water pressure work together to create this natural wonder, which has fascinated visitors of Yellowstone Park for more than 100 years.

One thing that makes Old Faithful special is how regularly it erupts. The geyser puts on a show about every 75 minutes, an event that gave the geyser its name and claim to fame.

Visitors to Yellowstone National Park can watch Old Faithful seven days a week during daylight hours, but they must be careful to keep their distance. The geyser shoots more than 3,700 gallons of boiling water over 100 feet into the air!

SKILL PRACTICE

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

- Based on the illustration, how might visitors describe Old Faithful?
 - Ⓐ an event with scheduled eruptions
 - Ⓑ a small series of hot water jets
 - Ⓒ a powerful eruption of steam and water
 - Ⓓ a natural wonder for more than 100 years
- Where would you most likely find the above illustration and description?
 - Ⓐ in a scientific research report
 - Ⓑ in a national park brochure
 - Ⓒ in a coloring book for young children
 - Ⓓ in a news article about park visitors
- Based on the illustration, you can assume that _____.
 - Ⓐ not many people know about the geyser
 - Ⓑ nothing can exist near the geyser
 - Ⓒ the geyser is in danger from tourists
 - Ⓓ many visitors come to see Old Faithful
- What makes Old Faithful different from other geysers?
 - Ⓐ its regular eruptions
 - Ⓑ its underground hot springs
 - Ⓒ its high water pressure
 - Ⓓ its dangerous eruptions

STRATEGY PRACTICE

Describe the most important details shown in the illustration.

READ THE CHART Notice how the information in the temperature chart is arranged.

Weather in Bryce Canyon, Utah



Monthly Temperatures (in Fahrenheit)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
High	36°	39°	44°	54°	63°	75°	80°	77°	72°	61°	46°	39°
Low	4°	8°	15°	23°	29°	36°	44°	43°	35°	26°	14°	8°
Average	20°	23°	29°	38°	46°	55°	62°	60°	53°	43°	30°	23°

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

- Which person or group would most benefit from the information in the chart?
 - a scientist studying rainfall in Bryce Canyon
 - hikers planning a trip to Bryce Canyon
 - a tourist trying to find Bryce Canyon
 - students researching the height of canyon walls
- Which month in Bryce Canyon has the coldest average temperatures?
 - January
 - February
 - November
 - December
- Which 4-month period of time in Bryce Canyon features high temperatures over 70°F?
 - July to October
 - May to August
 - June to September
 - April to July
- Which two months have the same average temperature?
 - January and February
 - February and December
 - July and August
 - May and November

STRATEGY PRACTICE Explain why the information in the chart is organized in columns and rows. How does this organization help you see and understand the information?

READ THE INFORMATION

Study the index and the excerpt from this illustrated book on China.

Index

(A–N)

art, 21–23
 Beijing, 52, 67
 Chinese calendar, 18–19
 economy, 23–40
 emperors, Ming, 16–20
 see also *Hongwu* and
Yongle
 Forbidden City, 11, 67–68
 Grand Canal, 60–63
 Great Wall, 45–50
 Hongwu period, 33–51
 maps, 55, 148
 Nanjing, 52, 67
 paper money, 24
 philosophy, 45–50

(R–Z)

religion
 Buddhism, 78–81
 Chinese folk, 75–78
 Taoism, 81–83
 silk, 17, 23
 society
 customs, 131–135
 jobs, 121, 145–147
 social classes, 53–57,
 120, 131
 trade, 60, 72, 121, 130
 warfare
 civil war, 167–169
 with Japan, 174–180
 with Mongolia, 180–183
 Yongle period, 52–69
 Zheng He, 55, 148–151
 zoo, 57



Emperor Yongle (yoong-LAW) was one of the most powerful emperors in the Ming dynasty. He ruled for 22 years and made many cultural advances. One of his achievements was the construction of the Forbidden City.

SKILL PRACTICE

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

- What does the illustration on the page focus on?
 - the Forbidden City
 - the Ming dynasty
 - Emperor Hongwu
 - Emperor Yongle
- Which pages of the book would you study to research civil war in China?
 - pages 67–69
 - pages 167–169
 - pages 174–180
 - pages 180–183
- What would be the most likely title for a book that features this index and excerpt?
 - Problems in Chinese Philosophy*
 - China in the Ming Dynasty*
 - Transportation and Fashion in China*
 - Exploring World Religions*
- On which page would you most likely find the excerpt?
 - page 11
 - page 21
 - page 53
 - page 70

STRATEGY PRACTICE

What important information can you learn about the Ming dynasty from the illustration and its caption?

Main Idea and Details

Students identify what a passage or paragraph is mostly about and find details that best support the main idea.

Sequence

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

DAY 1

Inform students that they will be reading about sheep farming in Australia. Then review the *Main Idea and Details* skill by saying: **Every passage has a main idea. Usually, each paragraph has a main idea, too, that supports the central message of the passage.** Remind students of the *Monitor Comprehension* strategy (Week 1). Say: **As you read, stop after each paragraph and decide what the main idea is. Think about how that main idea supports the central message of the passage. If it doesn't seem to support the central message, reread the paragraph to see if you misunderstood it.** Then have students read the passage and complete the skill and strategy practice activities.

DAY 2

Tell students that they will be reading about a system of written symbols called *rongorongo*. Clarify that *rongorongo* is not considered a language. Build background by locating Easter Island on a world map, and note the remoteness of the island. Then remind students to look for details about *rongorongo* as they read. Review the *Visualization* strategy (Week 3) by saying: **A good way to understand details is to picture them in your mind. Look for words and phrases that describe what the symbols look like and how they were created.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Inform students that they are going to read a brief history of Arizona. Locate Arizona on a U.S. map, and invite students who have visited the Grand Canyon or other places in Arizona to describe what they saw. Then remind students of the *Sequence* skill. Say: **When writers give historical accounts, they usually tell the events in the order in which they happened. Dates and references to time periods, such as decades or centuries, help you keep track of the events as you read.** Then remind students of the *Monitor Comprehension* strategy. Explain: **One way to check your understanding is to take notes as you read.** Direct students to write notes in the margins about the dates and main events as they read the passage. When they have finished reading, have them complete the skill and strategy practice activities. Review the answers as a group.

DAY 4

Tell students that they will read a passage about a popular book published in the late 1980s. Remind students about the *Sequence* skill. Say: **Writers don't always give details in chronological order. They may describe an event and then go back to explain what led up to that event. As you read, look for dates and phrases that help you determine when things happened.** Then remind students of the *Visualization* strategy. Read aloud the directions for the strategy practice activity and explain: **Making a timeline is a good way to visualize the sequence of events.** When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice finding the main idea and supporting details and following the sequence in a story about a science experiment. Prompt students to recall a science experiment they have done and ask: **Why is it important to follow step-by-step instructions precisely?** (so you get the expected results) **What can happen if you don't?** (The experiment could fail.) List these terms from the story—*hydrogen, aluminum powder, sulfur, stopper, and plastic tube*—and make sure students know their meanings. Then remind students of the *Monitor Comprehension* strategy. Encourage students to underline the steps in the experiment as they read. Say: **Underlining the steps as you go will help you understand what happens in the story.** Direct students to read the story and complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Pause after each paragraph and think about the main idea.

Life on a Sheep Farm

Life on Ernest Wilkins's sheep farm in southern Australia is not easy, but the work is satisfying. Sheep farming is hard physical work, and it requires a caring attitude toward animals.

On a typical day, Wilkins awakens at sunrise and eats a hearty breakfast to give him energy for the long hours ahead. Wilkins's first stop is the shed where all the mother sheep and their young lambs live. He fills the water trough and feeds the mother sheep a special blend of cornmeal and nutrients. He gives the lambs a different food blend. Next, Wilkins goes to a second shed to feed the other adult sheep, which eat a diet of plain hay. He spends the rest of the morning making repairs around the farm. He mends fences, fixes farm machinery, and performs regular maintenance on his truck.

Shearing season is the busiest time on the farm, and it occurs once a year. To shear the sheep, Wilkins and his sons move the fluffy sheep into the shearing shed. They work together to carefully shave the fleece, or wool, from each sheep. Then they collect, sort, and process the fleece to remove any twigs, burrs, or other materials stuck in it. On market days, Wilkins and his sons bring bales of raw fleece into town to sell or to trade for supplies needed for the farm.

A few sheep on the farm produce milk. Wilkins milks these sheep and processes the milk. He then sells the milk to other farmers, who use it to make cheese and yogurt. Running a sheep farm is a lot of work, but Wilkins enjoys it. He can't imagine any job he'd rather be doing.

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

- What is the main idea of the passage?
 - Shearing season is the busiest time on a sheep farm.
 - Mornings are a busy time on the farm.
 - Running a sheep farm is a lot of work, but Wilkins enjoys it.
 - Lambs and adult sheep eat different foods.
- Which of these is produced on Wilkins's farm, according to the passage?
 - wool cloth
 - yogurt
 - cheese
 - sheep's milk
- According to the passage, which of these is *not* a chore that Wilkins does?
 - repair machines
 - plant seeds
 - shear sheep
 - feed lambs
- What is the main idea of paragraph 3?
 - Wilkins's sons help with the shearing.
 - Shearing takes place in a shearing shed.
 - Once a year, Wilkins shears the sheep for their wool.
 - Wool must be sorted and processed before it is sold.

STRATEGY PRACTICE Explain how the details in paragraph 2 support the main idea of the entire passage.

READ THE PASSAGE Look for details that support the main ideas about rongorongo.

Rongorongo

Easter Island, located in the Pacific Ocean about 2,000 miles west of Chile, is famous for its large human-shaped statues called *moai* (MOH-eye). These statues have fascinated people for many years. But the moai are not the only interesting thing about Easter Island.

Rongorongo is an old system of writing that was developed on Easter Island. Scholars believe that it was invented without the influence of other written languages. The symbols that make up rongorongo include picture symbols—animals, birds, plants, and people—and geometric shapes, such as triangles and diamonds, that probably represented sounds. The island’s inhabitants used sharp rocks or sharks’ teeth to carve the symbols into stone or pieces of wood. Most likely, the only people who used rongorongo were royalty and religious leaders. Few other people on the island would have known how to read or write.

By the 18th century, the early culture of Easter Island was almost completely destroyed, and an understanding of rongorongo was lost. This has made studying the system of symbols like breaking a code. What makes it even more difficult is that fewer than 30 stone or wood objects with rongorongo carvings exist in the world.

Today, Spanish is the main language of Easter Island. Many people also learn Rapa Nui, a Polynesian language. But the mysterious writing system of rongorongo has faded into the past.

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

- What is the main idea of the passage?
 - Easter Island is a mysterious place.
 - Rongorongo is a mysterious writing system once used on Easter Island.
 - Long ago, very few people on Easter Island could read or write.
 - Rongorongo consists of nature symbols.
- Which is *not* a detail about Easter Island?
 - It is about 2,000 miles from Chile.
 - Spanish is now the main language there.
 - No one lived there until the 18th century.
 - It is famous for its large statues.
- Which statement is true, based on the passage?
 - People still use rongorongo today.
 - No examples of rongorongo exist today.
 - Rongorongo was invented on Easter Island.
 - Anyone can read rongorongo.
- What makes rongorongo like a code?
 - It is carved on pieces of wood.
 - People don’t know what all the symbols mean.
 - There are no remaining examples of it.
 - It tells the secrets of the moai.

STRATEGY PRACTICE Underline words or phrases that helped you form a mental image of rongorongo. Draw a picture to show what you visualized.

READ THE PASSAGE Pay attention to the dates and events in Arizona's history.

The Grand Canyon State

On February 14, 1912, Arizona became the 48th state in the nation—the final territory of the U.S. mainland to join the union. The history of humans living in the region, however, stretches back many thousands of years. The land that became Arizona was home to prehistoric peoples as far back as 10,000 BC. There is evidence that people were farming the land more than 4,000 years ago. Around AD 1200, an extreme drought caused populations to decline, and some civilizations, including the Anasazi and Hohokam, disappeared.

One of the first Europeans to explore the region was the Spanish adventurer Francisco Vásquez de Coronado. He arrived around 1540. Members of his expedition were among the first Europeans to explore the Grand Canyon, which would eventually attract tourists to Arizona.

In 1821, Mexico gained its independence from Spain and claimed the land that became Arizona. Just two decades later, though, Mexico gave up the land when it lost the U.S.-Mexican War. Then in 1853, the United States bought northern Arizona and New Mexico in a deal called the Gadsden Purchase. The California Gold Rush, which began in 1849, brought people from the eastern United States to the West. Many of these people settled in Arizona.

By 1863, Arizona had become an official U.S. territory. By 1910, just two years before Arizona became a state, its population had reached more than 204,000. As of 2009, nearly 6.6 million people were living in “The Grand Canyon State.”

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

- Which of these events happened first in Arizona?
 - Mexico claimed the land.
 - An extreme drought struck the area.
 - Arizona became a U.S. territory.
 - Arizona became a state.
- Which of these events happened last?
 - The Gold Rush began in California.
 - Europeans first explored the Grand Canyon.
 - The Anasazi civilization died out.
 - Mexico claimed Arizona's land.
- Which of these events occurred first?
 - the U.S.-Mexican War
 - the arrival of Vásquez de Coronado
 - the Gadsden Purchase
 - Mexico's independence from Spain
- Which of these events took place just before Arizona became a U.S. territory?
 - The population grew to 204,000.
 - There was a severe drought.
 - Spanish explorers arrived.
 - The California Gold Rush began.

STRATEGY PRACTICE Look back at the dates. Summarize the events in Arizona's history from 1821 to 1912.

READ THE PASSAGE Pay attention to the events related to the publication of Peter Wright's book.

A Dangerous Book

In 1985, a retired British government employee named Peter Wright tried to publish a book about his life. But as soon as the British government heard about it, officials tried to prevent the book from being sold in England. The government even made it illegal for newspapers to print anything about the book. How could a book about a retired man's life be so dangerous?

Peter Wright had led an interesting life. He had been an officer with MI5, one of the British government's secret service agencies. Wright's book contained stories about people and events that MI5 didn't want anyone to know about. The government's attempt to ban the book, though, only drew attention to it. People wanted to know what all the fuss was about.

Although Wright's book, called *Spycatcher*, was not allowed in England, it was already available in other parts of the world. Some people bought the book outside the country and sneaked it in. The fact that this was illegal didn't stop the book from becoming popular.

British courts tried to prevent *Spycatcher* from being published in Australia, but they were unsuccessful. The book was published there in 1987. The following year, British law finally allowed people in England to own and sell the book.

Even after *Spycatcher* was published in England, the British government tried to prevent newspapers from reporting on it. The European Court of Human Rights fought back. In 1991, the British government lost its legal battle. It was a victory for newspaper publishers.

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

- Which of these events happened first, according to the passage?
 - Wright wrote a book about spies.
 - Spycatcher* was published in Australia.
 - Wright retired from MI5.
 - Spycatcher* was published in England.
- When did the government first try to prevent *Spycatcher* from being sold in England?
 - after it was published in England
 - after it was published in other countries
 - before Wright wrote it
 - before Wright left MI5
- When could people first legally buy *Spycatcher* in England?
 - in 1985
 - in 1987
 - in 1988
 - in 1991
- What happened when the British government tried to prevent news reports about the book?
 - A European court challenged the government.
 - Newspapers shut down.
 - The book lost its popularity.
 - Wright published his book.

STRATEGY PRACTICE Make a timeline showing the major events described in the passage.

READ THE PASSAGE

Pay attention to the sequence of steps in the science experiment, and notice the details that tell you what happens in the story.

In the Lab

Roger mixed the blue liquid into the yellow liquid for the fifth time that day. The four previous attempts had failed. Each time, the experiment had produced only hydrogen. Quentin, a fellow scientist, had checked the calculations three times.

“OK, it turned green,” Roger declared. “We’ve got that part right. What’s step four?”

“Add 1 gram of aluminum powder,” said Quentin.

Roger measured 1 gram of the silvery white powder and mixed it in. “OK, next?”

“Heat the mixture over a medium flame for 90 seconds,” Quentin said.

Roger held the container over the flame with a pair of tongs. He looked at the second hand on his watch and counted 90 seconds.

“Now add the sulfur tablet and put in the stopper and tube,” said Quentin.

Roger dropped a yellow disk into the container. The liquid inside fizzed and bubbled. He pushed a stopper into the neck of the container and slid a plastic tube into a hole in the center of the stopper. Quentin handed an instrument to Roger, who held it at the open end of the plastic tube, measuring the gas coming out. The two men stared at the instrument for 60 seconds.

“Just hydrogen,” Roger sighed. Quentin’s head drooped. “I hope the sixth time’s a charm.”

SKILL PRACTICE

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

1. What happens just before Roger puts the stopper into the container?
 Ⓐ The mixture fizzes and bubbles.
 Ⓑ A sulfur tablet is added.
 Ⓒ Roger heats the mixture.
 Ⓓ Roger puts a tube into the stopper.
2. Which attempt of the experiment does the story describe?
 Ⓐ the sixth attempt
 Ⓑ the fourth attempt
 Ⓒ the fifth attempt
 Ⓓ the second attempt
3. What is step 4 of the experiment?
 Ⓐ Add a sulfur tablet.
 Ⓑ Heat the mixture for 90 seconds.
 Ⓒ Add 1 gram of aluminum powder.
 Ⓓ Mix the blue and yellow liquids.
4. What happens at the end of the story?
 Ⓐ Quentin falls asleep.
 Ⓑ The experiment fails again.
 Ⓒ Roger wants to try the experiment again, even though it was a success.
 Ⓓ The scientists find a mistake in the sixth step.

STRATEGY PRACTICE

Write the step in the experiment that was easiest for you to understand. Then write the step that was most difficult to understand.

Cause and Effect

Students practice identifying cause-and-effect relationships as they look for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine parts of the passage that can be proved (facts) or that represent what someone thinks or feels (opinions).

DAY 1

Tell students that they will be reading a story about two girls in a dance class, about a month before an annual competition. Read aloud the title of the story and ask: **Based on the title, would you say that the students want to be in the class?** (no) **What are some reasons that a lesson might feel “never-ending”?** (e.g., It could be boring or exhausting.) Remind students that a *cause* is how or why something happens and an *effect* is what happens. Say: **As you read the story, think about why the characters act as they do. Notice, too, what effect their actions have.** Then remind students of the *Determine Important Information* strategy (Week 5). Say: **As you read the story, think about how you would retell it to a friend. What would be the most important things to include in your retelling?** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Inform students that they will be reading about the music of Nigeria, a country in Africa. Point out that music and art reflect the cultures they come from. Build background by discussing different forms of music, such as jazz and reggae. Have students think of a favorite song by a popular group and ask: **How would it sound if an orchestra played it?** (e.g., You might not hear the rhythm; you might not recognize it on other instruments.) Remind students that a *cause* is the reason behind something, and the *effect* is the result. Then review the *Ask Questions* strategy (Week 6). Point out that asking questions as they read can help students find and understand information. Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that a fact can be proved but an opinion tells what someone thinks, feels, or believes. Then inform students that they will be reading about vampire bats. Clarify that bats are mammals and that only a few species are classified as “vampire bats.” Read the title and first paragraph aloud and ask: **Which words in the paragraph suggest an opinion?** (*dangerous, creepy, terrifying, fascinating*) Encourage students to look for similar words as they read. Then remind students of the *Determine Important Information* strategy. Say: **As you read, look for information that helps you distinguish facts from opinions.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 4

Inform students that they will be reading a biographical sketch that includes facts and opinions about a science fiction writer named Douglas Adams. Review the definition of *science fiction*. Then read aloud the first sentence of the passage and say: **It’s a fact that Adams was a British writer. What do you think is the author’s opinion of Adams, based on the words “breathed new life into science fiction”?** (The author thinks Adams was a good writer.) Then remind students of the *Ask Questions* strategy and say: **As you read, ask yourself questions about whether the author is stating a fact or giving an opinion.** Direct students to read the passage and complete the practice activities.

DAY 5

Inform students that they will practice identifying causes and effects and distinguishing facts from opinions as they read a passage about silent movies. Read the title of the passage and ask: **Do you think the author’s opinion of silent movies is positive or negative?** (positive, because of the word *golden*) Then remind students of the *Determine Important Information* strategy. Say: **When you summarize, you tell the most important information and leave out details that aren’t critical to the author’s message.** Have students read the passage and complete the practice activities.

READ THE PASSAGE Look for causes and effects that explain what happens in the dance class.

The Never-Ending Lesson

The first 20 minutes of dance class always seemed to last forever. Melissa and Jane faced the mirrored wall, each with one arm curved overhead. Their arched and pointed feet in pink ballet shoes traced half-circles on the wood floor.

When the warm-up ended, the two girls collapsed, groaning. "My feet!" Jane moaned. "They're killing me!"

Mrs. Lark, their teacher, was not amused. "Stand up, girls," she insisted. "You need to be ready for the dance competition next month, and your turns need work."

Jane rubbed her sore feet. "We've been practicing all week," she complained.

The dance teacher clapped her hands sternly. "I won't let the two of you get lazy this time," she said. "Remember what happened last year?"

The two girls looked down in silence. They were remembering the judges and the crowd at last year's competition. It had been a huge disappointment.

"We should get back to work," Melissa mumbled, as she heaved herself up.

Jane was getting up, too. She tugged at her tights and pushed back her bangs. "We'll be ready," she assured Mrs. Lark as she positioned herself for turns, "even if we have to put in extra practice every day for the next four weeks."

"It'll be worth it," Melissa agreed. "Let's take it from the top."

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

- Why do the girls collapse at the beginning of the story?
 - They do not want to compete.
 - They want to amuse Mrs. Lark.
 - Their feet hurt from the warm-up.
 - Dance class is over for the day.
- What causes the girls to become silent?
 - thinking about their sore feet
 - remembering last year's competition
 - arching and pointing their feet
 - concentrating on their turns
- Why does Melissa say, "We should get back to work"?
 - because Jane is upset
 - because she is too lazy to argue with Mrs. Lark
 - because she is tired of sitting
 - because she knows they need practice
- Why does Mrs. Lark clap her hands?
 - She is proud of the girls.
 - She is angry with the girls.
 - She is applauding the girls' dance steps.
 - She is keeping time with the music.

STRATEGY PRACTICE Summarize what happens to Melissa and Jane in the story.

READ THE PASSAGE Notice cause-and-effect relationships as you read about Nigerian music.

Nigerian Rhythms

The West African country of Nigeria is home to more than 250 different ethnic groups, each with its own culture. The region was a British colony until the mid-1900s, and modern Nigeria shows the influence of Britain. It has also been influenced by the United States and the Caribbean. Nigerian popular music combines traditional sounds with the sounds of jazz, reggae, rock-and-roll, gospel, and other imported music. The result is a unique mix of musical styles.

Traditional Nigerian music uses percussion instruments such as drums, gourd rattles, xylophones, and bells. These instruments produce strong beats, and Nigerian music is highly rhythmic. In fact, it often features two or more beat patterns played at the same time.

Traditional Nigerian music also includes wind instruments such as horns, trumpets, flutes, and whistles, as well as stringed instruments. The most common traditional stringed instrument is the musical bow. It looks like an arched piece of wood with a single string stretched across the two ends. The musician produces sounds by plucking the string or pushing an object across the string. However, modern Nigerian music is more likely to feature electric guitars.

In the 1980s, well-known Nigerian musicians recorded their music for international music producers. That's when Americans first became familiar with Nigerian pop. The catchy tunes and driving rhythms of this music were a huge hit!

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

- The different musical styles of Nigeria are mainly the result of _____.
Ⓐ many cultures living together
Ⓑ many musical instruments
Ⓒ international producers
Ⓓ different rhythms
- What did U.S. and Caribbean cultures contribute to Nigerian music?
Ⓐ English songs
Ⓑ percussion instruments
Ⓒ music styles such as jazz, reggae, and gospel
Ⓓ traditional instruments
- How does a musician produce sounds on a musical bow?
Ⓐ pluck the strings with his or her fingers
Ⓑ play it like a drum
Ⓒ strike the strings with an object
Ⓓ shake it like a rattle or a bell
- According to the passage, how did the world learn about Nigerian pop music?
Ⓐ Nigerian musicians traveled abroad.
Ⓑ Nigerian musicians moved to the Caribbean.
Ⓒ Producers recorded Nigerian music.
Ⓓ Live concerts were broadcast from Nigeria.

STRATEGY PRACTICE Write a question that you had about Nigerian music. Write the answer, too, if the passage provides the information.

READ THE PASSAGE Identify the facts and opinions that the author gives about vampire bats.

Real-Life Vampires

When you hear about vampire bats, do you imagine dangerous, bloodsucking creatures? Does the thought of thousands of vampire bats in the night sky send you scurrying indoors? Vampire bats may seem creepy, but these small mammals aren't as terrifying as their name suggests. In fact, not only are they harmless to humans, but they can even help humans live longer.

You may be surprised to hear that vampire bats don't actually suck blood. Instead, they prick an animal with their two front teeth and lick the blood from the cut. A chemical in the bat's saliva prevents blood from clotting as it flows out. This allows the bat to feed without causing pain to its victim or even waking it up. The vampire bat takes only about two tablespoons of blood at a time.

Besides being mostly harmless, vampire bats are sweet, gentle creatures that live together in groups called *colonies*. Adult bats often adopt and care for orphaned bats. Like good neighbors, vampire bats are willing to share their nightly meals with each other during hard times. It seems that these gentle creatures live for the good of the colony.

How can humans benefit from these fascinating creatures? Scientists have studied ways to use the chemical in vampire bat saliva to break up blood clots in people who have had a stroke or a heart attack. The very same bats that inspire fear could actually help save human lives. It's just another reason that scientists are interested in these furry flying creatures.

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

- Based on the passage, which of these is a fact?
 - Vampire bats should be feared.
 - Vampire bats are fascinating creatures.
 - Vampire bats are bloodsucking creatures.
 - Vampire bats do not really suck blood.
- Which statement expresses an opinion about vampire bats?
 - They have chemicals in their saliva.
 - They share food with the colony.
 - They are creepy and terrifying.
 - They adopt orphaned baby bats.
- Which of these statements is a fact?
 - Vampire bats are sweet and gentle.
 - Vampire bats are good neighbors.
 - A bat's meal is about 2 tablespoons of blood.
 - Bats are scary because they feed at night.
- What opinion does the author of the passage have about vampire bats?
 - They are dangerous but helpful.
 - They are useful and fascinating.
 - They are harmful to other animals.
 - They are gentle and completely harmless.

STRATEGY PRACTICE Underline each sentence and phrase in the passage that helped you understand why people should not be afraid of vampire bats.

READ THE PASSAGE Think about which details are facts and which are opinions.

The Writer at the End of the Universe

Douglas Adams was a British writer who breathed new life into science fiction. Unlike other science-fiction authors of his time, he didn't write about Martian invasions or flying saucers. His stories often included space travel, but his humor put a fresh spin on the galaxy.

Douglas Adams is best known for writing a series of books that began as a radio play. The first novel, called *The Hitchhiker's Guide to the Galaxy*, was published in 1979. In the series, Adams created a universe filled with funny and original characters, such as Marvin, a brilliant but depressed robot, and monsters that write bad poetry. Arthur Dent, the central character, is an unlikely hero who travels across the universe and has silly adventures. Readers who like to imagine new worlds and enjoy humorous writing should read the series.

Besides the *Hitchhiker's Guide* series, Adams also wrote many other wonderful books, television programs, and computer games. Although Adams died in 2001, millions of fans will remember him through his works. "I seldom end up where I wanted to go," Adams said, "but almost always end up where I need to be."

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

- Which of these statements expresses an opinion found in the passage?
 - Adams was a British writer.
 - Adams wrote science fiction books.
 - Adams put a fresh spin on space travel.
 - Adams created a character named Arthur Dent.
- Which of these statements is a fact?
 - Adams breathed new life into science fiction.
 - Arthur Dent has silly adventures.
 - The Hitchhiker's Guide to the Galaxy* was published in 1979.
 - Readers will enjoy Adams's books.
- Which of these is a fact about *The Hitchhiker's Guide to the Galaxy*?
 - The writing is wonderfully humorous.
 - It is the first novel in a series.
 - It is Douglas Adams's best book.
 - The characters are funny and original.
- Which of these statements would the author of the passage probably agree with?
 - Arthur Dent is an unlikable character.
 - It is easy to write good science fiction.
 - Daydreaming about new worlds is a waste of time.
 - Science fiction is fun to read.

STRATEGY PRACTICE Write a question that you had about Adams or his books. Write the answer, too, if the passage provides that information.

READ THE PASSAGE

Think about what happened to silent pictures and why. Notice which statements are facts and which are opinions.

The Golden Age of Silent Pictures

When people go to the movies today, they can settle in to watch and listen to a story. But what if when the lights dimmed and the movie began, there was no dialogue, sound effects, or music? That's what the first movies were like. Those silent films are important to film history.

When movie theaters showed silent films, a musician was often there to play live music along with the movie. Music was chosen to fit the mood of the movie. Occasionally, musicians or theater staff also produced sound effects, such as tires screeching or doors slamming. However, there was no sound in the movie itself. Instead, the story was told through the actors' motions and through words shown on the screen.

When movies first included sound, audiences weren't sure what to think. Not everyone was excited about the new type of film, which became known as the "talkie." Many silent film performers had trouble with the new format. Clara Bow, who was a famous silent-movie actress in the early 1920s, was too nervous about her voice to become a star in the world of talking pictures. She faded from the spotlight and left show business altogether.

The first movie with sound, *The Jazz Singer*, was released in 1927. It marked the beginning of a new era, although silent movies continued to be released for two more years. Talking pictures became a huge success, and Hollywood abandoned silent films.

SKILL PRACTICE

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

- Which of these statements expresses an opinion based on the passage?
 - Audiences today can watch and hear movies.
 - The Jazz Singer* was released in 1927.
 - Silent films are important in movie history.
 - Clara Bow was an actress in the 1920s.
- What caused Clara Bow to leave show business?
 - She could not sing or dance.
 - Audiences no longer cared about her.
 - She was tired of the spotlight.
 - She was nervous about her voice.
- Based on the passage, which of these is a fact?
 - Silent film actors were not very talented.
 - Clara Bow was a talented actress.
 - The Jazz Singer* was the first sound film.
 - It was difficult for audiences to read words on the screen.
- What effect did "talkies" have at first?
 - Some people did not like them.
 - People stopped going to movies.
 - Clara Bow became a well-known celebrity.
 - Most musicians left Hollywood.

STRATEGY PRACTICE

In your own words, summarize what the passage is about.

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.

DAY 1

Tell students that they will practice comparing and contrasting as they read a story about a busy day in a department store. Say: **As you read, notice how the two characters, Trina and Mark, react to working on this busy day, and think about the specific jobs they do.** Tell students that they will also practice making connections (Week 2). Ask: **Have you ever been to a department store on a very busy day—for example, when everything is on sale?** Then say: **Thinking about crowded places you’ve experienced—such as a department store, a train station, a school cafeteria—or even crowded places that you’ve seen in movies or on TV shows will help you understand how Trina and Mark feel.** Direct students to read the story and complete the skill and strategy practice activities. Then review the answers together.

DAY 2

Inform students that they will practice comparing and contrasting as they read about two different types of fishing. Say: **As you read, look for signal words such as *similar*, *both*, and *on the other hand*.** Then remind students of the *Monitor Comprehension* strategy (Week 1). Explain: **One way to check if you understood what you read is to use a graphic organizer to record the ideas from the text.** Read aloud the directions for the strategy practice before students read the passage. Encourage students to make a two-column chart with the headings “Ice Fishing” and “Regular Fishing” and to record information in the chart as they read. After students have finished reading the passage, have them complete the skill and strategy practice activities. Review the answers as a group.

DAY 3

Review the *Make Inferences* skill by saying: **When you make inferences, you use clues from the text, along with what you already know, to understand what the text implies but does not state directly.** Tell students that they will be reading about a condition called *sleep paralysis*. Then remind them of the *Make Connections* strategy. Read aloud the first sentence of the passage and say: **As you answer this question, you are making a connection between your own life and the text. This will help you better understand the condition of sleep paralysis.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers as a group.

DAY 4

Tell students that they will be making inferences as they read about Sidney Poitier, a famous actor and director. Read the title of the passage and explain that the personal title “Sir” is given to a British man who has accomplished something great, for which the Queen of England makes him a knight. Then remind students of the *Monitor Comprehension* strategy. Say: **If the author makes a point that you don’t quite understand, try rereading the sentence. Or make a note of it and continue reading to see if additional information makes the point clear.** When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 5

Inform students that they will practice both comparing and contrasting and making inferences as they read a folk tale about Anil (uh-NEEL), a fisherman in India who decides to become a thief. Remind students of the *Make Connections* strategy. Explain: **As you read this story, think about other folk tales you have read or heard, especially tales set in India or stories about fishermen. Compare the characters, the settings, and the events. Making connections to other stories can help you understand why this fisherman does what he does.** Have students read the folk tale and complete the skill and strategy practice activities. Review the answers as a group.

READ THE PASSAGE Look for similarities and differences between Trina and Mark.

A Very Busy Day

December 26, the day after Christmas, was the busiest day of the year at the department store where Trina worked. Many people came to return or exchange gifts. Others came for the chance to buy things on sale. The store was so crowded that there was barely room to move.

Every store employee had to work that day. To handle the rush of customers, the store opened at 6 AM instead of 10 AM. Trina took her usual place at the returns counter. When it was time for her break, she headed to the employee cafeteria for a quick snack.

"It's crazy out there!" Trina said to Mark, a friend and fellow employee, who was slumped down in an armchair in the break room.

"Tell me about it," Mark groaned. "All five cash registers are going nonstop. I'm not sure I'm going to make it till closing time."

"Sure you will," Trina said cheerfully. "It's your first time, but this is my third year. I love working on the day after Christmas because the time goes by quickly. Also, if you stay positive, it makes the customers happier."

"I'm just not used to coming to work this early," Mark said. "I'm worn out."

"Let's see if we can switch places for a while," Trina suggested. "I'll take your cash register, and you take returns. Maybe a change of pace will help you out."

"Good idea," Mark perked up. "Thanks! I owe you one."

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

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. How are Trina and Mark similar?</p> <p><input type="radio"/> A They both want to work at the cash register.</p> <p><input type="radio"/> B They both have been working hard.</p> <p><input type="radio"/> C It is their first time working on December 26.</p> <p><input type="radio"/> D They are both full of energy.</p> | <p>3. How are Trina and Mark different?</p> <p><input type="radio"/> A Trina came to work earlier than Mark.</p> <p><input type="radio"/> B Trina enjoys working on December 26.</p> <p><input type="radio"/> C Mark is unwilling to switch jobs.</p> <p><input type="radio"/> D Mark cannot work at the returns counter.</p> |
| <p>2. According to the passage, how is December 26 different from other days at the store?</p> <p><input type="radio"/> A It is the busiest day of the year.</p> <p><input type="radio"/> B It is the only day customers can return items.</p> <p><input type="radio"/> C The store stays open later than usual.</p> <p><input type="radio"/> D It is the only day employees take breaks.</p> | <p>4. What must all store employees do on December 26?</p> <p><input type="radio"/> A work at the cash register</p> <p><input type="radio"/> B start work at 6 AM</p> <p><input type="radio"/> C come to work that day</p> <p><input type="radio"/> D work at the returns counter</p> |

STRATEGY PRACTICE Describe a time you spent in a crowded place like this department store.

READ THE PASSAGE Think about how ice fishing can be compared to regular fishing.

Ice Fishing

Winter brings more than snow and cold weather to the northern United States. If the temperature dips low enough, the water in ponds and lakes begins to freeze on the surface. A thick enough layer of ice creates the right conditions for ice fishing.

This popular winter sport is similar in many ways to regular fishing. Both sports require lures—small dangling objects that look like food to a fish—and hooks attached to a line. And just like regular fishing, ice fishing requires skill and patience. It also provides an opportunity to socialize with friends or to enjoy quiet time by yourself.

However, ice fishing involves more work and equipment than regular fishing. To fish in unfrozen water, you simply need a rod, bait, and a good place to sit or stand near the water. Ice fishing, on the other hand, must be done on a layer of ice at least four inches thick—thick enough to support a great deal of weight. Ice fishers use a drill-like tool called an auger to make a hole about eight inches wide through the ice. Then they use a skimmer, a tool that looks like a large ladle with holes in it, to scoop out pieces of ice and to keep the hole clear.

Ice fishers also need special outerwear, including a thick winter coat, a hat, and gloves. Many ice fishers build shelters to protect themselves from the cold. Some shelters even have portable heaters and satellite TVs. After all, ice fishers want to stay comfortable while having fun!

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

- What is one way that ice fishing and regular fishing are alike?
 - They both require a warm coat.
 - Skill and patience are needed for both.
 - Both types of fishing use a drill.
 - Both can be done all year round.
- Which is used in both types of fishing?
 - a skimmer
 - an auger
 - a portable heater
 - lures
- One difference between ice fishing and regular fishing is that _____.
 - you need bait only for ice fishing
 - you need 4-inch-thick ice only for ice fishing
 - you cannot socialize while ice fishing
 - ice fishers catch more fish
- What are ice shelters most similar to?
 - fishing boats
 - little houses
 - ice rinks
 - portable heaters

STRATEGY PRACTICE Make a chart that lists the main features of ice fishing and regular fishing.

READ THE PASSAGE Make inferences about sleep paralysis, using clues from the text and your own experience.

Asleep or Awake?

Have you ever awakened and felt like you couldn't move? If so, it probably scared you. You may have thought something terrible had happened to you. Actually, many people have this experience on a regular basis. It is called *sleep paralysis*. Although it sounds scary, it is normal.

Sleep paralysis happens when a person is falling asleep or waking up. As the person falls asleep, his or her body slowly relaxes. Usually the person's mind relaxes at the same time, but occasionally the mind stays awake longer than the body. As a result, the person can be conscious, or aware, but have trouble moving or speaking. Sleep paralysis can also occur as you wake up. Fortunately, the condition rarely lasts for more than a few seconds. Movement and speech soon return to normal.

Some people report unusual experiences during sleep paralysis. They may hear, see, or feel things that don't exist. At one time, people thought that ghosts or monsters had entered the room and were holding them down, keeping them from moving. Science has helped us understand that such visions are actually part of sleep paralysis. Now we know that getting too little sleep, taking certain medications, and changing your sleep schedule can cause sleep paralysis. This condition can be scary if it happens to you, but it's just a trick that your mind is playing on your body.

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

1. People who experience sleep paralysis probably feel scared because they _____.
 Ⓐ do not know why they are unable to move
 Ⓑ cannot move for several hours
 Ⓒ are unable to fall asleep
 Ⓓ know they have a serious medical problem
2. Based on the passage, which of these would most likely lead to sleep paralysis?
 Ⓐ drinking water every night before bedtime
 Ⓑ believing in ghosts
 Ⓒ watching a scary movie before bedtime
 Ⓓ sleeping only four hours per night
3. Which statement about sleep paralysis is true?
 Ⓐ It is a serious problem.
 Ⓑ Modern science has cured it.
 Ⓒ It affects children but not adults.
 Ⓓ It can happen to anyone.
4. You can infer from paragraph 2 that if your mind goes to sleep before your body, you _____.
 Ⓐ will have sleep paralysis
 Ⓑ will not have sleep paralysis
 Ⓒ will see monsters in your sleep
 Ⓓ will talk in your sleep

STRATEGY PRACTICE How would you feel if you experienced sleep paralysis? What would you tell yourself, now that you have learned about this condition?

READ THE PASSAGE Make inferences about Sidney Poitier, using clues from the text and what you know about overcoming prejudice.

Sir Sidney Poitier

Sidney Poitier was born in 1927 and grew up on Cat Island in the Bahamas, which was a British colony at the time. His father was a poor farmer. Poitier moved to New York as a teenager and took a job as a dishwasher. Then he worked as a theater janitor in exchange for acting lessons. He began performing in plays and got his first Broadway role in 1946, in an all-black production of the Greek comedy *Lysistrata* (lis-uh-STRAH-tuh). His first movie role was in the 1950 film *No Way Out*, in which he played a black doctor who treats two white prisoners.

Tension between whites and blacks was a fact of life during the 1950s and 1960s. Poitier chose to play many roles that explored issues of race. In the 1967 movie *In the Heat of the Night*, for example, he played Virgil Tibbs, a detective from Philadelphia who investigates a murder in a small town in Mississippi. Tibbs and many of the characters that Poitier portrayed overcame prejudice and won the respect of others. Through his roles and his performances, Poitier helped create serious roles for African American actors and change people's views toward blacks.

During his career, Sidney Poitier directed nine movies and acted in more than 40. He has won many awards and has been nominated for even more. In 1963, he received an Oscar for his role in *Lilies of the Field*. This made him the first black actor to win an Academy Award for best actor. In 1974, Queen Elizabeth II of England "knighted" him, giving him the title "Sir Sidney Poitier." As a pioneer in the film industry, Sir Sidney continues to inspire many people today.

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

- Which of these probably did *not* help Sidney Poitier get nominated for awards?
Ⓐ performing his roles well
Ⓑ choosing films that explored important issues
Ⓒ washing dishes in his first job
Ⓓ taking acting lessons
- Poitier probably inspires people because _____.
Ⓐ he grew up on Cat Island in the Bahamas
Ⓑ he worked as a theater janitor
Ⓒ he acted in plays on Broadway
Ⓓ he played characters that overcame prejudice
- Poitier probably helped African American actors most by _____.
Ⓐ convincing them to audition
Ⓑ changing people's views toward black actors
Ⓒ starting out in live theater
Ⓓ winning awards for his own work
- What can you infer about Poitier as a young man, based on the passage?
Ⓐ He was shy.
Ⓑ He was courageous.
Ⓒ He wanted to become a doctor.
Ⓓ He preferred acting on stage.

STRATEGY PRACTICE Explain how social issues of the time influenced Sidney Poitier's career.

READ THE PASSAGE

Look for comparisons in Anil's life, and use clues from the text to make inferences about his decisions.

The Fish Thief: A Folk Tale from India

Anil and other men had been fishing in the stream since daybreak. Yet no one had caught a single fish. As daylight faded, Anil thought to himself, "These others may be honest fishermen, but I am not. I will go where I can find fish and take them, even if they aren't mine to take." So he packed up his fishing net and awaited the darkness.

Now, in this part of India, many large estates had lush gardens and beautiful lakes. The wealthy owners often left their gates open during the day so visitors could enjoy the lovely gardens. Occasionally, a wandering yogi, or holy man, would enter an estate and meditate there for weeks. Nobody seemed to mind. At night, the owners closed the gates securely.

Anil knew of a nearby estate with a lake full of fish, so he headed off in that direction. He climbed the wall and cast his net into the lake. The noise awakened the owner's servants, who began to search for the intruder. Hearing them, Anil disguised himself as a holy man and pretended to meditate. When the servants found him, they thought he was just a wise old yogi.

The next day, word spread that a great yogi was meditating beneath a tree on the estate. People began to bring fruits and other offerings, which they placed at Anil's feet. Some people even left coins. "This is strange," thought Anil. "I'm only pretending to be a holy man. But this life is much better than the life of a fish thief." From that moment on, Anil decided to become a real seeker of truth, and he spent the rest of his life in peaceful contemplation.

SKILL PRACTICE

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

- In what way is Anil different from the other fishermen?
 A They catch fish, but he does not.
 B They have food to eat, but he does not.
 C They are honest, but he is not.
 D They use nets, but he does not.
- Why does Anil disguise himself?
 A so the servants cannot find him
 B so the servants do not send him away
 C so he can meditate
 D so he does not have to fish anymore
- How is Anil different at the beginning of the story compared to the end?
 A He is honest but becomes a thief.
 B He is poor but becomes wealthy.
 C He is dishonest and stays that way.
 D He is dishonest but becomes a truth seeker.
- What can you infer from the last paragraph?
 A All yogis start out as intruders.
 B Anil will have to pretend forever.
 C A yogi is someone who seeks the truth.
 D The servants make Anil leave.

STRATEGY PRACTICE

Tell how this folk tale is like another story you know.

Character and Setting

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

Theme

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

DAY 1

Tell students that they will be analyzing the characters and setting in a story about two boys, Alfred and Michael, who go mountain biking together. Say: **As you read the story, look for details that tell you what Alfred and Michael are like and where they go. Notice what the characters think and say to each other. Consider what their actions say about them.** Then remind students of the *Organization* strategy (Week 4). Say: **The events in this story are told in the order in which they occur. As you read, think about how the characters change as the story progresses. Notice if they say or do something later that they wouldn't have done or said earlier.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Review the *Character and Setting* skill. Say: **Nonfiction texts can also have characters and settings. The location featured in a text is the setting, and the people that the text talks about are the characters.** Tell students that they will be reading about chariot racing in ancient Rome. Read aloud the first paragraph and prompt students to name the setting (Rome, during ancient times) and the characters (chariot drivers and race fans). Then remind students of the *Visualization* strategy (Week 3). Encourage students to use the details in the passage to create a mental picture of chariot racing. Suggest that they make a sketch to show what they visualize. Then have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that a *theme* is the message or idea that an author wants to share with readers. Tell students that they will be reading a biographical sketch of Moe Berg, a baseball player whose career ran from 1923 until 1941. Read aloud the instructions at the top of the page, the title, and the first sentence of the passage. Define *scholar*, if necessary. Then model: **We've read that Moe Berg was well educated, a baseball player, and, based on the title, probably a spy. I think the author wants us to know that Moe Berg was unusual and maybe unpredictable. As you continue reading, look for more details that tell you what the author thinks or believes.** Then remind students that authors can organize text in various ways (e.g., sequence, comparing and contrasting, main idea and details). Point out that this passage is organized into paragraphs, each with a main idea and details. Have students read the passage and complete the skill and strategy practice activities.

DAY 4

Inform students that they will be reading a story about Rufus, a veterinary assistant who works in a clinic. Remind them that a theme is the central message or lesson, and that a text can have more than one theme. Then read aloud the instructions at the top of the page and the title of the story. Say: **As you read, create a mental image of Rufus and the Valley Veterinary Clinic. Visualizing the story can help you figure out the author's message or understand it more thoroughly.** Have students read the story and complete the skill and strategy practice activities.

DAY 5

Inform students that they will be reading about the tallest bridge in the world. Say: **As you read, notice details about the setting and the architect who designed the bridge. Think about the author's central message about the bridge.** Explain that this bridge is a suspension bridge, like the Golden Gate Bridge. It is held up by cables above the roadway. Then remind students of the *Organization* strategy. Read aloud the first sentence and say: **If the bridge were opened in 2004 and the rest of the passage is about building the bridge, then the passage is not organized by sequence.** Have students read the passage and complete the skill and strategy practice activities.

READ THE PASSAGE Think about the characters in the story and where the events take place.

Breathless

Alfred had been pestering Michael for weeks to go mountain biking with him in Boulder Park. Finally, Michael reluctantly agreed, but only after Alfred promised to help him study for a science test later in the week.

The whole way to the park, Michael felt grumpy. As they pedaled onto the dirt trail that snaked up the side of the rocky hill, he wondered if he should have stayed home and studied. Alfred knew what Michael was thinking, and he tried to reassure him. "It'll be fun, I promise. Besides, fresh air and exercise will be good for you."

"It's just a big dry mountain," Michael said. "I can't see how this will help me."

Alfred ignored Michael's complaints. "Look at that huge lizard!" he said, pointing to a scaly reptile sunbathing near a patch of cholla (CHOI-yuh) cactus.

"I've seen bigger," Michael said, panting as he struggled to keep up. His tires crunched along the steep, sandy path.

Before long, the two boys came around a bend. Alfred was grinning from ear to ear. "What are you smiling about?" Michael asked, breathlessly. Then he saw what Alfred was looking at. A clear view of the city stretched to the east. Rugged mountains rose in the west.

"Now do you understand why I wanted you to come here?" Alfred asked.

Michael nodded, speechless, as he took in the spectacular view.

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

- Which statement about a character is true?
 - Michael loves the outdoors.
 - Michael wanted to look for lizards.
 - Alfred already knew about the view.
 - Alfred had never biked on this trail before.
- Where does the story take place?
 - in a shady forest
 - on a mountain near the edge of a city
 - on a climbing wall at a gym
 - in Alfred's imagination
- Which word best describes Alfred?
 - impatient
 - encouraging
 - curious
 - funny
- Why is Michael speechless when he sees the view?
 - He is amazed and surprised.
 - He is still grumpy.
 - He is too out of breath to talk.
 - He is scared of heights.

STRATEGY PRACTICE How does Michael's attitude change from the beginning of the story to the end?

READ THE PASSAGE Visualize the people and places in this passage about chariot racing.

Racing, Roman-Style

In ancient times, team sports were just as popular as they are today. One of the sports that drew huge crowds in ancient Rome was chariot racing. Fans cheered and shouted as horses pulled two-wheeled vehicles around long oval tracks to the finish line. The chariot drivers competed on teams and even wore team colors.

Circus Maximus, the largest racetrack in Rome, was more than 2,000 feet long and 600 feet wide. The arena had benches that surrounded the oval track on three sides and could seat 250,000 people. That's more than any American football stadium!

Many chariot drivers were slaves, but successful drivers could buy their freedom. Famous chariot drivers were respected nearly as much as emperors and senators. The best drivers were also nearly as wealthy. They were celebrated in statues and other works of art.

Chariot racing was a dangerous sport, though. Chariots could easily overturn, and drivers could be trampled to death. Also, the drivers could get tangled up in their own reins, which they wrapped around their bodies for control during the race.

Not everyone loved the races. Pliny the Younger, a famous ancient Roman author, wrote that he didn't understand why so many people wanted to watch horses run around in circles. Also, drivers were allowed to switch teams between races, so fans often found themselves cheering for a driver that they had booed in the last race. To Pliny, chariot races were silly, not entertaining. To most Romans, however, they were great fun.

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

- Which of these words would *not* describe the setting of a chariot race?
 - noisy
 - dull
 - active
 - crowded
- According to the passage, Pliny the Younger _____.
 - was a chariot driver
 - was afraid of horses
 - did not understand fans' excitement
 - held no opinions about sports
- Which of these modern places is most like Circus Maximus?
 - an Olympic swimming pool
 - a baseball field
 - a basketball court
 - a motor speedway
- Based on the passage, chariot drivers probably were _____.
 - courageous
 - unpopular
 - artistic
 - careless

STRATEGY PRACTICE Describe how you picture the scene of a race at Circus Maximus.

READ THE PASSAGE Think about what the author wants you to know about Moe Berg.

The Baseball-Playing Spy

Moe Berg was a scholar and a baseball player. In the 1920s, he turned down an offer to teach at Princeton University so he could play baseball. He was well respected during his 15-year sports career. Teammates often asked him for advice, and sportswriters praised his intelligence. Berg spoke several languages and earned a law degree while playing baseball.

U.S. government officials wanted to put Berg's sharp mind to work during World War II, so they hired him as a spy. In Europe, Berg gathered information about people who were willing to help the United States and its allies in the war against Germany. Berg also questioned top scientist Werner Heisenberg about the German nuclear bomb program. Berg never returned to baseball or had another job after World War II.

Berg was always a mysterious person. There were many theories about him. Some people suspected that he was still employed by the Office of Strategic Services, which later became the Central Intelligence Agency, or CIA. Others suggested that his tales of wartime spy activities were lies. Still others claimed that he had been a spy even during his baseball career. They pointed to the fact that he had always remained just an average player, despite all his years in the major leagues. Whenever anyone asked Berg, he just held a finger to his lips, as if to say that it was a secret. One way or another, Moe Berg understood that some things were better left unsaid.

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

1. What is the most likely reason that Berg's teammates asked him for advice?
 Ⓐ They knew he was a spy.
 Ⓑ He was in excellent physical shape.
 Ⓒ He was well educated.
 Ⓓ Sportswriters praised him.
2. Which statement is a major theme of the passage?
 Ⓐ Some answers will never be known.
 Ⓑ Baseball players make the best spies.
 Ⓒ Only qualified people can work for the CIA.
 Ⓓ Anyone can become a spy.
3. What message does the author want to give?
 Ⓐ Being part of a team helps get things done.
 Ⓑ People are not always who they seem to be.
 Ⓒ A sports job is just as valuable as teaching.
 Ⓓ Learning is a lifelong activity.
4. Why does the author say that Berg was mysterious?
 Ⓐ He never had a job after the war.
 Ⓑ He was a spy during the war.
 Ⓒ He turned down an offer to teach.
 Ⓓ He did not give explanations about his life.

STRATEGY PRACTICE Explain how the author's portrait of Moe Berg changes from the first paragraph to the last paragraph.

READ THE PASSAGE Think about how the author communicates her views about animal care.

Valley Veterinary Clinic

As soon as Rufus got to work on Monday, he noticed the light blinking on the answering machine. He knew there would be several messages. Dr. Tran, Rufus's boss, was the only veterinarian in town, so the clinic was always busy.

Rufus jotted down each message. Ms. Vesey's horse had a cut on its leg and might need antibiotics. Mr. Garland's old hunting dog had developed a limp and needed to have its leg checked. One of Mr. Jamison's ranch cats had caught a mouse and hadn't eaten since then. Rufus smiled. He thought he'd probably seen every pet in the county by now.

Rufus had learned a lot since starting his job as an assistant at the clinic. He learned what questions to ask animal owners, how to enter data into the computer system, and how to process payments. He also knew the names and uses of many animal medications. His favorite part of the job, though, was working with the animals. He knew just where to pat a dog or scratch a cat to comfort it. Even though Rufus hadn't studied veterinary medicine in school, he knew a lot about different kinds of animals. Sometimes he was surprised by how much he knew.

The phone rang and Rufus answered it. The voice on the other end of the line made him smile. "Congratulations, Rosie!" Rufus told the caller. "How old are Midnight's puppies? Sure, Dr. Tran can examine them. Can you bring them by at three o'clock this afternoon?"

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

- How does Rufus most likely feel about his job?
 - He does not like working for Dr. Tran.
 - He finds it boring and wants a new job.
 - It keeps him busy, but he enjoys it.
 - He wishes the work were more satisfying.
- Which statement is a theme of the passage?
 - Animals need health care just as people do.
 - Being a veterinary assistant is easy.
 - Vet assistants mainly answer phones.
 - People should take better care of their pets.
- An important lesson of the story is that _____.
 - every town needs more veterinarians
 - antibiotics are needed for some injuries to animals
 - vet assistants learn a lot on the job
 - Mondays are the busiest days at a vet clinic
- What is the message of the last paragraph?
 - Rufus is friendly with pet owners.
 - Rufus likes dogs more than cats.
 - Rufus is formal with pet owners.
 - Rufus cannot remember Rosie's dog.

STRATEGY PRACTICE Imagine what it would be like to work in this veterinary clinic. Describe how you picture it in your mind.

READ THE PASSAGE Think about what the author wants you to know about the Millau Viaduct.

One Tall Bridge

On a clear December day in 2004, traffic began to travel along the Millau Viaduct (MEE-yo VY-uh-dukt) for the first time. This new suspension bridge was built by Eiffel Iron Company, the same company that built the Eiffel Tower in Paris. It is the tallest bridge in the world, at nearly 900 feet above the Tarn River valley in southern France. One of its support pillars is even taller than the Eiffel Tower.

Architect Norman Foster and a team of engineers created the plans for the Millau Viaduct. The goal of the project was to connect the main roadways of Spain and France. Foster's team wanted a strong bridge that did not interfere with the natural beauty of the valley. It was important to them to preserve the landscape.

When viewed from a distance, the roadway of the bridge appears straight. But it is actually slightly curved, which allows travelers to get a full view of the valley around the town of Millau. Engineers used steel instead of concrete to make the curved surface of the road.

Many people would agree that Foster and his team were successful in their goal. On some days, low-lying clouds form between the floor of the valley and the road surface of the bridge. On those days, the view is at least as beautiful as before the bridge was built.

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

- Which statement best describes Norman Foster, according to the passage?
 Ⓐ He has little respect for nature.
 Ⓑ Height matters most to him.
 Ⓒ Natural beauty is important to him.
 Ⓓ He likes towers more than bridges.
- Which statement is a theme of the passage?
 Ⓐ Buildings should stand out from nature.
 Ⓑ Steel is the best building material.
 Ⓒ Bridges should be beautiful, not strong.
 Ⓓ Useful structures can be beautiful.
- The author mentions the height of the bridge to emphasize that the structure _____.
 Ⓐ is like the Eiffel Tower
 Ⓑ rises above the landscape
 Ⓒ is made of steel
 Ⓓ connects the roadways of Spain and France
- According to the passage, which is *not* a feature of the setting near the Millau Viaduct?
 Ⓐ a river valley
 Ⓑ rocky cliffs
 Ⓒ low clouds
 Ⓓ the town of Millau

STRATEGY PRACTICE Is the passage organized by sequence or by main idea and details? Explain your answer.

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 concept of *author's purpose* by saying: **Authors write for many reasons, including to inform readers on a specific topic, to tell an engaging story, to persuade readers to have a certain point of view, or to teach readers to do something. A passage can have more than one purpose.** Read the instructions at the top of the page. Then remind students of the *Ask Questions* strategy (Week 6). Say: **Asking questions about the author's purpose can help you understand the passage.** Read aloud the title of the article and invite students to ask questions based on the title. Then have them read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Explain to students: **When we think about an author's purpose, we can ask why the author included certain information and examples.** Read aloud the instructions at the top of the page. Then remind students of the *Make Connections* strategy (Week 2) and invite students to share what they know about the sport of cricket, if anything. Encourage students to make connections with other team sports as they read. Say: **Thinking about your own experience with sports can help you understand what the author wants you to understand about cricket.** Direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Inform students that they will be reading a passage about electric cars. Review the skill of predicting. Explain: **To make a prediction, use your own knowledge, together with clues from the text, to guess what might happen. Reflect on your predictions as you gather more clues.** Point out that we routinely make predictions. Model: **Suppose I'm looking for a new car. One car I like costs more than another but uses less gas. I wonder if the price of gas will go up or down next year. Based on trends in gas prices over the past few years, I predict that gas prices will continue to increase, so I might save money in the long run if I buy the car that uses less gas.** Remind students that active readers ask questions before, during, and after reading. Say: **Ask yourself questions as you predict what will happen next.** Have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 4

Tell students that they will read about a girl taking her first trip on an airplane. Remind students of the *Prediction* skill and explain: **To predict what a character will do next, think about what the character is like. Pay attention to her actions, words, and feelings.** Invite students to make connections by predicting how they would feel in the girl's place. Have students read the passage. When they have finished reading, have them complete the skill and strategy practice activities. Review the answers as a group.

DAY 5

Tell students that they will practice identifying the author's purpose and making predictions as they read a story about two girls who are attempting to paint a *still life*. Explain that a still life is a group of stationary objects that form the subject of a painting. Read aloud the title of the story and point out the allusion to writer's block. Ask students if they have ever had trouble thinking of something to write or create. Then remind students of the *Ask Questions* strategy and say: **Asking questions about why the author includes certain details in the story will help you identify the author's purpose. Asking questions about the characters' actions will help you make predictions.** Then direct students to read the passage and complete the skill and strategy practice activities.

READ THE PASSAGE Think about why the author wrote this passage about an odd inventor.

The Nutty Inventor

In the world of inventions, Yoshiro Nakamatsu deserves the grand prize. “Dr. NakaMats,” as he calls himself, has created more than 3,200 inventions during his lifetime. His inventions include the compact disc (CD), the digital watch, a taxicab meter, and spring shoes that allow people to jump high with less effort. Dr. NakaMats proves that great things can happen when people use their imaginations.

How does this brilliant inventor come up with ideas for new inventions? Even he would probably admit that his process is a little strange. Dr. NakaMats starts by diving into a swimming pool. He remains underwater, holding his breath, until an idea comes to him. Then he writes his idea on a special underwater tablet that he invented for just this purpose.

Dr. NakaMats believes that his creativity is at its best between midnight and 4 AM. He sleeps only four hours a day and eats only one meal a day. His habits may seem strange, but the money he earns from his inventions has given him the freedom to work however—and whenever—he pleases. “Genius lies in developing complete and perfect freedom within a human being. Only then can a person come up with the best ideas,” he explains.

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

- The main purpose of the passage is to _____.
 - inspire readers to become inventors
 - persuade readers to buy the products that Dr. NakaMats invented
 - inform readers about an interesting but odd inventor
 - describe the process for inventing things
- What is the main purpose of the first paragraph?
 - to reveal Dr. NakaMats’s odd habits
 - to introduce Dr. NakaMats
 - to convince people to use their imaginations
 - to describe prizes that Dr. NakaMats deserves
- Why does the author describe how Dr. NakaMats comes up with new ideas?
 - to encourage people to use the same method
 - to prove that the inventor is strange
 - to compare with other invention methods
 - to suggest that the inventor is a fake
- What does the author of the passage probably believe about Dr. NakaMats?
 - His most creative period is between midnight and 4 AM.
 - He does not work hard enough.
 - His inventions are not very impressive.
 - He is a creative inventor.

STRATEGY PRACTICE Write two questions that you would ask Dr. NakaMats if you could.

READ THE PASSAGE Think about the author's purpose as you read about the game of cricket.

Playing Cricket

All you need to play a game of cricket is a bat, a ball, a field, and a group of friends. At first glance, the sport looks a lot like baseball. The basic equipment is the same, although a cricket bat is flat and wide, like a paddle. Also, instead of running around bases, cricket players run back and forth on a strip of ground called a "pitch." The pitcher, who is called a "bowler," stands at one end of the pitch and throws the ball to the batter at the other end.

Cricket can be complicated. The official rules for the game, called "laws," are detailed and exact. There are also many forms of the game, including first-class cricket, in which the game lasts up to five days, and one-day cricket, which lasts just one day. Amateur cricket has many variations. Players often pause during the game to socialize and enjoy refreshments. In this way, the sport combines the excitement of competition with the tradition of a social gathering.

The history of cricket goes back much further than that of baseball. Cricket has been played in England for centuries. English settlers took the sport to Australia, India, and other British colonies. Today, cricket is the most popular sport in India, where televised games attract about 100 million viewers. Cricket may not be well known in the United States, but the game has stood the test of time in many other parts of the world.

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

- What is the main purpose of the passage?
 - to introduce readers to cricket
 - to encourage readers to watch cricket
 - to describe the history of cricket
 - to suggest new rules for cricket
- Why does the author mention that the rules of the game are detailed?
 - to criticize the person who writes the rules
 - to explain why a game takes so long
 - to compare cricket to baseball
 - to support the idea that cricket is complicated
- What is one purpose of the first paragraph?
 - to describe the social aspect of cricket
 - to identify nations where cricket is played
 - to compare cricket to baseball
 - to explain how popular cricket is
- The author tells how cricket spread to other parts of the world to show that _____.
 - cricket has been around for centuries
 - the sport is popular worldwide
 - the game is popular among Americans, too
 - the rules of the game are complicated

STRATEGY PRACTICE Describe a team sport that you have watched or played, and explain how it compares with cricket.

READ THE PASSAGE

Use clues from the passage and what you know about today's cars to make predictions about the future of electric cars.

The Drive Toward Electric Cars

Electric cars may seem like a recent invention, but they've been around for years. In the early 1900s, there were more electric cars on the road than there were gas-powered vehicles. At that time, gasoline was expensive compared with other fuels. Once gas prices dropped and new technologies were developed, electric cars went out of fashion in favor of gas-powered cars, which could travel longer distances without stopping.

During the 20th century, gas-powered cars got bigger, heavier, and faster. They required more fuel, which led to more air pollution. For years, carmakers didn't worry about pollution. They weren't concerned about how much gas cars used. But as consumers became aware of Earth's limited supply of oil, they pressured manufacturers to make more efficient and less polluting cars.

One solution was a "hybrid" car, one that ran partly on gas and partly on electricity supplied by a battery. Hybrid cars became popular in the mid-2000s as gas prices rose dramatically and car manufacturers made the fuel-efficient cars more affordable.

An all-electric car uses no gasoline. The challenge, though, is that car batteries need to be recharged. That makes electric cars impractical for long distances. The government and car manufacturers are working together to develop safe, inexpensive, and practical electric cars. When these cars become available to consumers, gas stations may someday be a thing of the past.

SKILL PRACTICE

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

- After reading the first two paragraphs, you could predict that _____.
 - car companies would make electric cars again
 - gasoline prices would continue to drop
 - gas-powered cars would become slower
 - someone would invent an electric car
- Based on the passage, what is likely to happen in the future?
 - Electric cars will be good but expensive.
 - The electric car will become affordable.
 - People will become better drivers.
 - People will want gas-powered cars.
- Gas-powered cars will probably become less popular in the future because _____.
 - electric cars are more fun to drive
 - electric cars are heavier and faster
 - gasoline is expensive
 - there are not enough gas stations
- In the near future, car manufacturers will probably _____.
 - make car batteries that last longer
 - stop advertising hybrid cars
 - start making bicycles
 - invent new kinds of fuel

STRATEGY PRACTICE

Write two questions that you would ask an engineer who works for a carmaker.

READ THE PASSAGE Predict what will happen on Misha's first airplane trip.**First Flight**

Misha stepped inside the airplane and wrinkled her nose. The plane smelled like the inside of the bus that she had taken to see her grandmother last year. The air was also stuffy, and people sitting in their seats looked grumpy and tired.

Misha checked her ticket and found her seat, but a tall man was already sitting there. Misha sighed loudly. "Excuse me," Misha said. "You're in my seat. I have 19C."

"This is 18C," the man replied. Misha felt her face burn with embarrassment as she scooted into the correct row and scrunched down in the narrow seat. Misha's mother patted Misha on the shoulder and took the seat beside her.

"I already hate planes," Misha pouted as she buckled her seat belt. "I thought this was supposed to be nice, but it's worse than a bus. At least you can open the windows on the bus."

"This trip would take too long by bus," Misha's mother said. "Anyway, they'll turn on the air conditioning soon. Then it won't be so stuffy. Just wait until we take off. As the plane climbs, it'll seem like the world is shrinking before your eyes."

"No thanks," Misha said, pulling her portable DVD player from her bag. "I just want to watch a movie." As soon as Misha turned on her DVD player, the flight attendant frowned and began walking toward Misha's row.

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

- What will the flight attendant probably do next?
 - watch cartoons with Misha
 - tell Misha to turn off her DVD player
 - ask Misha to switch seats with the man in front of her
 - ask Misha to leave the plane
- What do you think Misha will do next?
 - put her DVD player away
 - watch a DVD
 - call the flight attendant
 - go to sleep
- What do you think Misha's mother will do next?
 - turn on the air conditioning
 - ask the flight attendant for a DVD player
 - try to convince Misha to look out the window
 - argue with the flight attendant
- What will Misha probably do the next time she gets on an airplane?
 - look carefully at the row numbers
 - sit in row 18
 - bring a fan
 - look out the window

STRATEGY PRACTICE Think of a time when you felt annoyed or uncomfortable. Based on that experience, what advice would you give Misha?

READ THE PASSAGE

Think about why the author includes certain information in the story. Use clues to make predictions.

Artist's Block

Emily had been staring at the bowl of fruit for the past ten minutes. Her art supplies lay in front of her, untouched. She had a tray of watercolors, a jar of paintbrushes, a shallow pan of water, and a tablet of rough-surfaced paper. Yuki leaned over and nudged her friend. "Emily, what's wrong?" she asked. "You've just been sitting there for 10 minutes."

"I can't figure out how to start," Emily said. She picked up a paintbrush and put it down again. "Artists make this painting stuff look so easy. How do they do it?"

"Start with anything!" Yuki said. "Try painting the bowl first. Then add the fruit."

Emily shook her head. "I'm afraid I'll mess up the shape of the bowl. Then I won't have room for the fruit. I don't know how to get the colors, sizes, and shadows right. You've been painting this whole time. I'll bet yours looks great."

"Oh yeah?" said Yuki. She turned her own tablet around so Emily could see what she'd been painting. Yuki and Emily were using the same subject for a still-life painting. It was a bowl of apples, bananas, and pears. But in Yuki's painting, the bowl was lime green, not brown. And it was filled with odd shapes in purples and pinks. "I call it 'Fruit Bowl on Mars,'" Yuki said proudly. "It's a work in progress. Do you like it?"

Emily laughed and picked up her paintbrush. "I do," she said. "I really do."

SKILL PRACTICE

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

- The author's main purpose in the first paragraph is to _____.
 Ⓐ give details about what the girls are painting
 Ⓑ explain that Yuki has been working hard
 Ⓒ show that Emily has not yet begun to paint
 Ⓓ show that Emily does not have the right supplies
- What will most likely happen next in the story?
 Ⓐ Emily will begin to paint.
 Ⓑ Yuki will give her painting to Emily.
 Ⓒ The girls will trade paintings.
 Ⓓ Emily will give up painting.
- What will Yuki most likely do next in the story?
 Ⓐ paint a realistic scene of Mars
 Ⓑ throw her painting away and start a new one
 Ⓒ stop painting and get mad at Emily
 Ⓓ add more details to her painting
- What is probably the reason that the author includes the description of Yuki's painting?
 Ⓐ to show that Yuki does not like painting
 Ⓑ to describe what fruit looks like on Mars
 Ⓒ to instruct readers on how to paint fruit
 Ⓓ to show that Yuki is lighthearted about art

STRATEGY PRACTICE

Write a question that you would ask Yuki or Emily about painting.

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

Remind students that a common feature of a nonfiction book is a table of contents, which shows how the book is organized. Read aloud the instructions at the top of the page and the first few chapter titles. Ask: **What do the chapters seem to have in common?** (Most are about planets.) Then remind students of the *Determine Important Information* strategy (Week 5). Point out that section headings are another common feature in nonfiction texts. Read aloud the section heading of the excerpt and say: **As you read the text, pay attention to words and phrases that tell about the “icy mass.” They are likely to give the information that is most important to know.** Have students read the excerpt and complete the skill and strategy practice activities. Review the answers as a group.

DAY 2

Remind students that interviews are one kind of nonfiction text, and that they may appear in newspapers, magazines, or online articles. Inform students that they will be reading an interview with a firefighter in a small town. Then remind students of the *Organization* strategy (Week 4). Explain that an interview, like most nonfiction texts, progresses from beginning to end. Say: **An interview often begins with a fairly general question. The questions that follow often lead to more details about the subject. Sometimes a response leads to a related question.** Read aloud the first question of the interview and Carlos’s response. Ask: **What related question might you ask next?** (e.g., Where do you eat and sleep?) When students have finished, have them complete the skill practice activity. For the strategy practice activity, have students work in pairs. Invite pairs to present their questions and answers to the group.

DAY 3

Review the *Visual Information* skill with students. Say: **Diagrams are an example of visual information that supports the text and makes ideas easier to understand.** Tell students that they will be reading about *tsunamis*. Build background by discussing the tectonic plates on Earth’s surface, and invite students to share what they know about earthquakes and tsunamis. Draw attention to the diagram and say: **Sometimes a single diagram can show stages in a process.** Suggest that students focus first on the heavy arrows that appear on the two plates. Then remind students of the *Determine Important Information* strategy. Say: **Remember to look at both the diagram and the text to find the most information.** Then have students complete the skill and strategy practice activities, and review the answers as a group.

DAY 4

Remind students that visual information includes charts and graphs. Tell students that they will be studying a double-bar graph that shows the results of a survey about sports. Draw attention to the graph and ask: **What question do you think the survey asked?** (“Which sport do you like best?”) Remind students of the *Organization* strategy. Ask: **How is the data from the survey organized?** (The bars show the number of students who said that the sport was their favorite.) **How does the graph compare data for two different grade levels?** (It uses two different patterns for the bars.) After students have studied the graph, have them complete the skill and strategy practice activities.

DAY 5

Tell students that they will practice identifying nonfiction text features and interpreting visual information as they study an index and an excerpt from a book on the history of broadcasting. Remind them of the *Determine Important Information* strategy. Say: **Look at the illustration and read the caption below it. Think about the additional information that the caption provides.** When students have finished reading, have them complete the skill and strategy practice activities.

READ THE INFORMATION Study the table of contents and read the excerpt from a science text.

Contents	
Introduction	i
Chapter 1 The Sun	1
Chapter 2 Mercury	17
Chapter 3 Venus.....	33
Chapter 4 Earth.....	45
Chapter 5 The Moon	52
Chapter 6 Mars	66
Chapter 7 Jupiter	72
Chapter 8 Saturn	80
Chapter 9 Uranus	85
Chapter 10 Neptune.....	92
Chapter 11 Asteroids.....	98
Chapter 12 Beyond Asteroids	99
Index	104

An Icy Mass

At the far reaches of the solar system, beyond Neptune’s orbit, a dark mass of ice orbits the sun. The mass is Pluto, once known as the smallest planet of Earth’s solar system. In 2006, astronomers classified Pluto as a dwarf planet.

Although its great distance from Earth makes it difficult for astronomers to study, we do know some things about Pluto. For example, this dwarf planet is only about two-thirds the size of Earth’s moon. We also know that Pluto rotates very slowly on its axis. During one day on Pluto, six days pass on Earth.

We know, too, that it takes 248 years for Pluto to orbit the sun. The path it takes brings it inside Neptune’s orbit of the sun for several years at a time. In other words, during this period, Pluto is closer to the sun—and to Earth—than Neptune is.

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

- In which chapter does the excerpt “An Icy Mass” most likely appear?
 - “The Moon”
 - “Earth”
 - “Neptune”
 - “Beyond Asteroids”
- Which of these would be the best title for this book?
 - Icy Worlds*
 - Exploring the Solar System*
 - Asteroids and Other Space Oddities*
 - Life on Pluto*
- On which page would you probably begin to read about space missions to the moon?
 - page 56
 - page 45
 - page 51
 - page 66
- Which pages most likely include information about sun flares?
 - pages 10–12
 - pages 17–18
 - pages 33–39
 - pages 99–103

STRATEGY PRACTICE Explain why scientists don’t know much about Pluto. Then list two facts that we know.

READ THE INTERVIEW Notice how Carlos Martin responds to the interviewer's questions.

Carlos Martin, Firefighter



Kids Careers caught up with Carlos Martin at his fire station in Dusterville, Iowa.

Kids Careers: Walk us through a day in the life of a small-town firefighter.

Carlos: Much of the day is fairly uneventful. In the morning, I make coffee. Then I check the truck and equipment, make sure the logbook is up to date, and straighten up the kitchen. Most of our daily duties involve making sure the station is tidy. We spend a lot of time here, including sleeping and eating.

Kids Careers: What's the most common type of call you get on an average day?

Carlos: Most calls aren't emergencies. For example, Mrs. Epstein calls us whenever she burns dinner accidentally. She has a sensitive smoke detector, and she can't reach it to turn off the alarm.

Kids Careers: What's the best part of working as a firefighter?

Carlos: Being on a team with skilled people. They've become my good friends. We're like a family.

Kids Careers: What's the worst fire that you've seen?

Carlos: During my first week on the job, we were called out to a tanker truck that had caught fire on the highway. Only the front part was on fire, but we had to work fast because the tanker was full of gasoline. It was a tough situation, but my team and I took care of it safely. That's when I knew I had made the right decision to become a firefighter.

Kids Careers: What advice do you have for kids who want to be firefighters?

Carlos: Get good grades, stay physically fit, and be a good community member. Firefighters are there to help people, and I think it's the best job in the world.

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

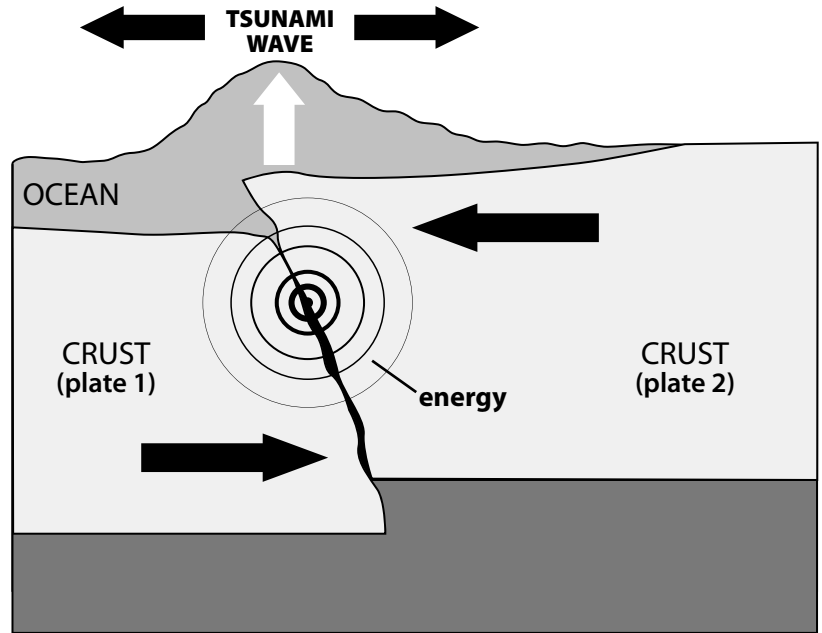
- Where does the interview take place?
 - near a burning building
 - at the interviewer's office
 - at a fire station
 - in front of a classroom
- In what type of publication would the interview most likely appear?
 - a magazine about exciting careers
 - a textbook for firefighters
 - a newspaper article about a local fire
 - a book about famous fires in history
- Who is being interviewed?
 - a truck driver who witnessed a fire
 - a member of the *Kids Careers* staff
 - a truck driver named Carlos
 - a firefighter named Carlos
- What is the interview mainly about?
 - the stressful life of a firefighter
 - suggestions for kids who want to become firefighters
 - the benefits of teamwork
 - the day-to-day experiences of a firefighter

STRATEGY PRACTICE Write a related question that the interviewer might ask after hearing about the tanker truck fire. Have a partner answer it as if he or she is Carlos Martin.

READ THE PASSAGE Notice how the information in the diagram and the text support each other.

How a Tsunami Forms

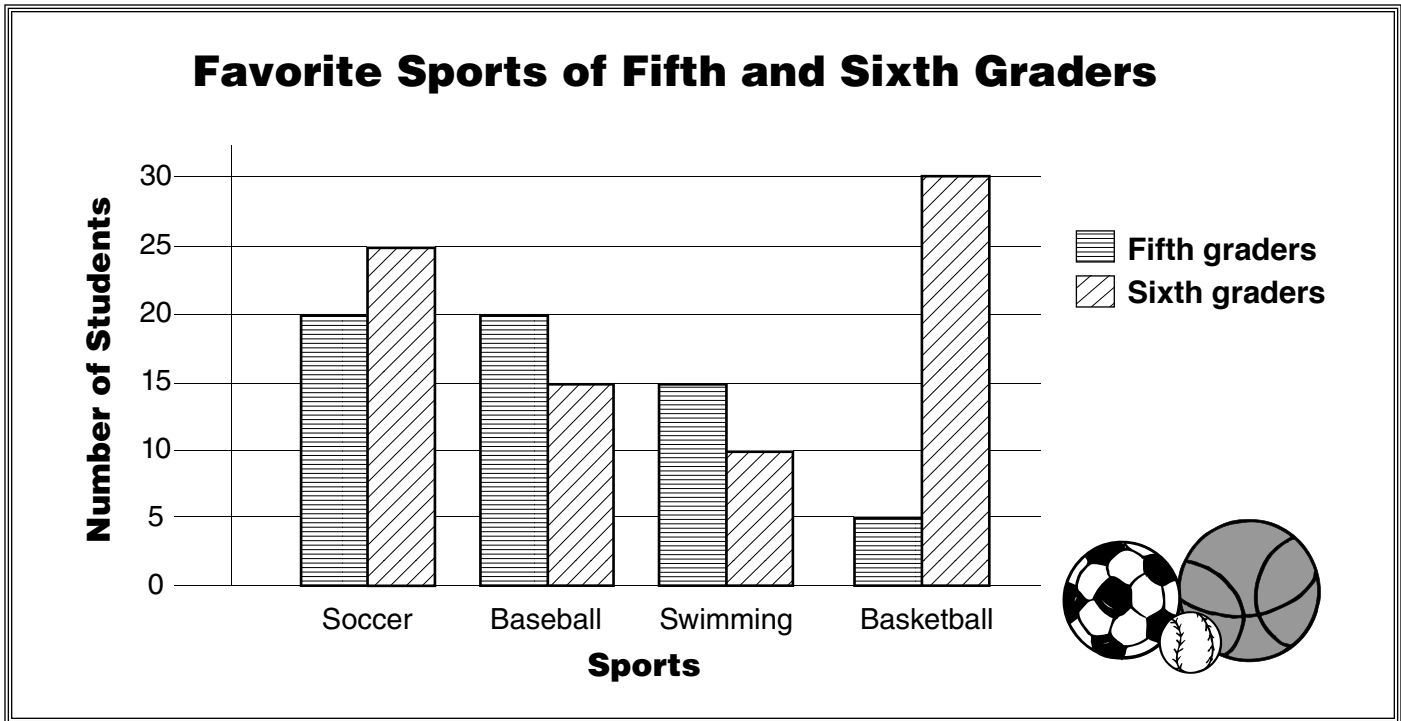
A *tsunami* (soo-NAH-mee) is a massive ocean wave usually caused by an earthquake beneath the ocean. Most earthquakes occur where two plates, or blocks of Earth's crust, come together. When the plates push against each other, one plate can snap up suddenly, releasing energy upward. The energy is then transferred into the ocean, causing a tsunami wave to rise and spread out in two directions. In deeper water, the wave moves faster and farther than in shallow water. A tsunami can travel more than 600 miles before it reaches the shore.



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

- What do the circles in the middle of the diagram indicate?
 - energy from the earthquake
 - energy from the tsunami
 - a circular motion of the plates
 - a sideways motion of the plates
- According to the diagram, what happens to the wave of water caused by an earthquake?
 - It sinks into Earth's crust.
 - It moves out in two directions.
 - It continues moving upward.
 - It moves in a circular direction.
- According to the diagram, how are both of the plates moving?
 - toward each other
 - away from each other
 - in an upward direction
 - in a downward direction
- This diagram and text would most likely appear in a _____.
 - news report about an earthquake
 - book about natural disasters
 - history textbook
 - fictional story

STRATEGY PRACTICE Write a short caption for the diagram to summarize how an earthquake can cause a tsunami.

READ THE GRAPH Think about the information in the graph.

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

- According to the graph, how many sixth graders like to play baseball?
 - Ⓐ 15
 - Ⓑ 20
 - Ⓒ 25
 - Ⓓ 30
- Among the fifth graders surveyed, equal numbers enjoy soccer and _____.
 - Ⓐ baseball
 - Ⓑ basketball
 - Ⓒ swimming
 - Ⓓ other sports
- Which person would probably find the graph most useful?
 - Ⓐ a student in the fourth grade
 - Ⓑ the parent of a basketball player
 - Ⓒ the coach of a major pro baseball team
 - Ⓓ a school gym teacher
- Which one can you conclude from the graph?
 - Ⓐ Baseball is a better sport than soccer.
 - Ⓑ Everyone likes swimming more as they get older.
 - Ⓒ Basketball is more popular among sixth graders than fifth graders.
 - Ⓓ Fifth graders like sports more than sixth graders do.

STRATEGY PRACTICE How would you change this graph to compare favorite sports for grades 5, 6, and 7?

READ THE INDEX Study the index and paragraph from a book about the history of broadcasting.

INDEX (A–C)

ABC, 12, 27
advertising
 on radio, 11, 13
 on the Internet, 60
 on television, 26, 28
Allen, Gracie, 16
BBC, 18, 37
Benny, Jack, 18
Burns, George, 16
cable TV, 38–39
cartoons, 26–27
cathode-ray tube, 25
CBS, 11, 27
color TV, 30
Communications Act of 1934, 18

INDEX (D–F)

digital broadcasting
 24, 40, 42
dish (see *satellite*)
drama, radio, 14–15, 19
early radio actors
 Benny, Jack, 18
 Burns and Allen, 16
 Welles, Orson, 14–15
electron tubes, 25
family programs
 radio, 8
 television, 26–27
Farnsworth, Philo, 25
Fessenden, Reginald, 5
frequency, radio wave
 AM, 6, 17
 FM, 18, 61



During the 1930s, actors competed for the best parts in radio plays. Orson Welles's performance in the radio drama *The War of the Worlds*, about Martians invading Earth, attracted six million listeners.

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

- What does the illustration on the right show?
 - Ⓐ a scientist studying early radios
 - Ⓑ an inventor of radio broadcast equipment
 - Ⓒ a person listening to the radio
 - Ⓓ an actor performing a radio play
- On which page would you most likely find the illustration?
 - Ⓐ page 15
 - Ⓑ page 18
 - Ⓒ page 9
 - Ⓓ page 61
- On which page would you look for information about the first color TV?
 - Ⓐ page 30
 - Ⓑ page 13
 - Ⓒ page 16
 - Ⓓ page 38
- Which are you likely to find on pages 26–27?
 - Ⓐ details about Reginald Fessenden
 - Ⓑ a picture of a cathode-ray tube
 - Ⓒ photos of TV cartoon characters
 - Ⓓ a discussion of AM radio frequency

STRATEGY PRACTICE Describe the type of person who might find this book helpful.

Main Idea and Details

Students identify what a passage or paragraph is mostly about and find details that best support the main idea.

Sequence

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

DAY 1

Remind students of the *Main Idea and Details* skill, and read aloud the directions at the top of the page. Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **One way to improve your understanding of the text is to take notes as you read. When you take notes, you slow down and focus on different parts of what you are reading. As you read the story, underline sentences that you think are important for understanding the characters.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students that some details in a story support the main idea. Tell students that they will be reading about a silent film star named Buster Keaton. Build background by showing pictures or video clips of Keaton. Then remind students of the *Visualization* strategy (Week 3). Say: **Good details about a person, place, or thing usually help create a clear picture in the reader's mind. As you read, look for details that help you better understand the main idea—who Buster Keaton was and what he did.** Have students read the passage and complete the skill and strategy practice activities.

DAY 3

Tell students that they are going to read about the history of the Mount Rushmore National Memorial in South Dakota. Build background by displaying pictures of the monument. Invite students who have visited the monument to share their experiences. Then remind students of the *Sequence* skill. Say: **As you read, look for words that signal sequence, such as *first* and *last*. Signal words can help you understand the order of events described in the passage.** Point out examples of sequence words in the skill practice questions (*first, before, last*), and have students scan the passage and questions for dates. Then remind students of the *Monitor Comprehension* strategy and ask them to explain why marking up a passage is one good way to monitor comprehension. (e.g., It forces you to slow down and focus.) Direct students to read the passage and jot down information that they feel is most important to tell someone about the memorial. When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 4

Inform students that the *sequence* skill is not just about putting dates and events in order. Say: **The passage you are going to read is about calendars used by the Mayan people. As you read, you will need to use sequence to understand how the Maya recorded time.** Then remind students of the *Visualization* strategy. Ask students to visualize what a calendar looks like and remind them of the units of time in our calendars (e.g., days, months, years). Explain that visualizing a calendar can help students better understand the Mayan calendars. Have students read the passage. If they have difficulty comprehending it, complete the strategy practice activity as a group and encourage students to reread the passage. When they have finished reading, have them complete the skill practice activity. Review the answers together.

DAY 5

Inform students that they will practice finding main ideas and details and identifying sequence as they read about a volunteer at an animal shelter. Remind them of the *Monitor Comprehension* strategy by explaining that a timeline is a good way to keep track of events and important details as they read. Say: **Timelines show events in sequence. Usually they have labels for dates or times, but they don't have to.** When students have finished reading, have them complete the practice activities.

READ THE PASSAGE Look for details that help you understand more about Victor and Julie.

Working in the Sky

Victor tucked a rag into his pocket and picked up the bucket. Then he and his new coworker, Julie, lowered the platform down another floor. The window washers were 200 feet in the air, and Julie peered over the safety rails at the people and cars on the street below. A sudden gust of wind caused the platform to sway, and Julie quickly jumped back.

“Still nervous?” Victor asked.

“A little,” Julie said.

Victor dunked his squeegee into the bucket of soapy water on the platform and wet the window with its sponge. “It takes a week or two to get used to being up here,” he said. “It also helps not to look down all the time.” Julie watched him drag the squeegee’s rubber blade across the window.

Julie ran her fingers along the strap of her safety harness. “Have you ever fallen off?”

“Never,” Victor said. “And I don’t know anyone who has. These harnesses never really get used.” He tapped the buckle of his own harness. After a few more passes with the squeegee blade, the window was clean. Victor lowered the platform to the next floor.

“Okay,” Victor said as he handed the cleaning tools to Julie. “Let’s see what you can do.”

Julie smiled as she took the squeegee, thankful for something to focus her attention on.

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

- What is the main idea of the story?
 Ⓐ Julie is concerned about safety at work.
 Ⓑ Julie is nervous on her first day of work.
 Ⓒ Victor likes his job and does it well.
 Ⓓ Buildings have many windows to be cleaned.
- Which of these details shows how Julie feels about her job?
 Ⓐ Julie smiles at Victor.
 Ⓑ Victor hands Julie cleaning tools.
 Ⓒ A gust of wind makes Julie jump.
 Ⓓ Julie helps Victor lower the platform.
- Which detail tells you how Victor feels about his job?
 Ⓐ He wants to see Julie work.
 Ⓑ He tells Julie that the safety harnesses are never used.
 Ⓒ He tucks a rag into his pocket.
 Ⓓ He cleans a window while Julie watches.
- What is the squeegee used for?
 Ⓐ opening windows
 Ⓑ keeping the window washers safe
 Ⓒ lowering the platform
 Ⓓ cleaning windows

STRATEGY PRACTICE Write two important details about Victor or Julie. Explain why these details are important.

READ THE PASSAGE Look for details that explain why Buster Keaton is considered to be original.

An Original Hollywood Star

In the early days of Hollywood, films were just moving pictures without sound. Actors, therefore, could not rely on their voices to express ideas and emotions. Instead, they used their faces and body language. The best actors were usually the ones with the most expressive faces.

Buster Keaton, though, was different from most silent film actors. Keaton almost always wore a blank expression on his face. And the characters he played often found themselves in funny situations. His expressionless face, combined with the physical humor and funny situations in the films, was a hit with audiences.

Keaton first appeared on stage with his parents when he was nine months old. His movie career began at the age of 22. He acted in 35 short films over a five-year period. He began making full-length feature films in 1923 and was known for being willing to try anything new in his films. Some of his films featured expensive and, for their time, wonderful special effects. Keaton did all of his own stunts, and he often wrote and directed the films in which he starred.

Buster Keaton's film career continued until his death in 1966. Many of his most successful movies have been preserved, so new generations can still enjoy his original acting and storytelling.

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

- Which statement best represents the main idea of the passage?
 Ⓐ Silent films were better than sound films.
 Ⓑ Buster Keaton was a famous silent film actor.
 Ⓒ All great actors start at a very young age.
 Ⓓ The best films use expensive special effects.
- Buster Keaton is best known for his work as _____.
 Ⓐ a film writer
 Ⓑ a director
 Ⓒ an actor
 Ⓓ a stuntman
- Which detail supports the idea that Keaton was original?
 Ⓐ His films had no sound.
 Ⓑ He acted in 35 films.
 Ⓒ He did not use many facial expressions.
 Ⓓ Some of his films had special effects.
- What is the main idea of the third paragraph?
 Ⓐ The film business was Keaton's life.
 Ⓑ Keaton was originally a stage actor.
 Ⓒ Keaton's earliest films were short.
 Ⓓ New generations can enjoy Keaton's work.

STRATEGY PRACTICE Write words or phrases from the passage that were easy to visualize.

READ THE PASSAGE Think about the sequence of events in building the Mount Rushmore memorial.

Carving History

In 1927, artists and engineers began using dynamite to blast the mountain peak of Mount Rushmore in the Black Hills of South Dakota. People had been using dynamite to clear away rock from mountains for years, but this blast was special. The engineers were not mining, digging a tunnel, or building a road. They were using Mount Rushmore as a monument to honor four great American leaders. The project was the Mount Rushmore National Memorial.

South Dakota state historian Doane Robinson and sculptor Gutzon Borglum planned the memorial project, raised money for it, and chose its location. They decided to carve four portraits of past presidents—George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Each portrait was finished in secret and then revealed during a special celebration.

The carving of George Washington was finished first and revealed on July 4, 1934. The carving of Jefferson was shown in 1936. The carving of Lincoln was revealed in September 1937, and the carving of Roosevelt was shown to the public in 1939. That same year, modern plumbing and night lighting were installed nearby for visitors. By the time the monument was completed, the cost was more one million dollars, which would be more than ten million dollars in today's money.

Funding for the memorial ran out in 1941, just as the final details were being finished. According to the sculptor, the carvings will remain on Mount Rushmore, "until the wind and the rain alone shall wear them away." Today, Mount Rushmore receives more than two million visitors each year who want to see an inspiring work of art.

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

- Which carving was revealed first?
 Ⓐ the carving of Jefferson
 Ⓑ the carving of Lincoln
 Ⓒ the carving of Washington
 Ⓓ the carving of Roosevelt
- Which of these did *not* happen in 1939?
 Ⓐ Night lighting was installed at the monument.
 Ⓑ The carving of Roosevelt was revealed.
 Ⓒ Plumbing was installed at the monument.
 Ⓓ Funding for the project ran out.
- According to the passage, which of these events took place before July 4, 1934?
 Ⓐ Mount Rushmore received more than 2 million visitors in a single year.
 Ⓑ The location for the memorial was chosen.
 Ⓒ The carving of Washington was revealed.
 Ⓓ Night lighting was installed at the monument.
- Which of these events happened last?
 Ⓐ Doane Robinson met Gutzon Borglum.
 Ⓑ The location for the memorial was decided.
 Ⓒ Plumbing was installed at the monument.
 Ⓓ The carving of Lincoln was finished.

STRATEGY PRACTICE Underline the details in the passage that explain why the memorial at Mount Rushmore took so many years to complete.

READ THE PASSAGE Pay attention to the information that tells you how the Maya counted and named days.

The Mayan Calendar

The Mayan people of Central and South America created an accurate calendar thousands of years ago. Their calendar, like ours, named the days and the months. But the Maya had different systems for counting days.

One system the Maya used was called the *Tzolkin*. The system had a religious calendar with a 260-day cycle. The Maya used a combination of numbers and names—like our Monday, Tuesday, Wednesday, and so on—to refer to the days. The system had 20 day names—Imix, Ik, Akbal, Kan, Chicchan, and so on until day 20, called Ahau—which followed the same sequence in a cycle. Days were also numbered 1 to 13. The fourteenth day in a sequence began with 1 again. So, if today were 1 *Imix*, then tomorrow would be 2 *Ik*, and the next day would be 3 *Akbal*. Nineteen days from 1 *Imix*, would be 7 *Ahau*, and the day after that would be 8 *Imix*.

The system that kept track of months was called the *Haab*. A year in the Haab system had 18 months, each with 20 days, making a total of 360 days. The names of the first five months, in sequence, were Pop, Uo, Zip, Zotz, and Tzec. The Maya referred to days of the month using numbers 0 to 19, in sequence, and then the month name. So, instead of January 1, the Maya had 0 *Pop*. The day after 0 *Pop* was 1 *Pop*, and the last day of that month was 19 *Pop*.

The Maya knew that a year lasted 365 days, so they added five days at the end of the Haab cycle. These days were called *Uayeb* and were considered to be bad luck. The way that the Maya recorded time may seem strange, but their calendar was nearly as accurate as ours is today.

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

- If today is 12 Akbal, then tomorrow will be _____.
 - 13 Akbal
 - 12 Kan
 - 12 Ik
 - 13 Kan
- In the Haab system, what day comes after 19 Pop?
 - 20 Pop
 - 0 Pop
 - 20 Uo
 - 0 Uo
- What day in the Tzolkin system comes before 4 Kan?
 - 3 Akbal
 - 3 Ahua
 - 4 Akbal
 - 3 Kan
- In the Haab system, what is the day after 17 Zip called?
 - 18 Zip
 - 1 Zotz
 - 0 Zotz
 - 1 Ahua

STRATEGY PRACTICE Draw a calendar that shows the days in the month of Uo.

READ THE PASSAGE

Think about the main idea, details, and sequence of the passage.

Shelter Days

Olivia enjoys working at the animal shelter near the park. She has only one dog at home, but at the shelter she has more than 50! The shelter dogs are mostly well-behaved, and they love all the attention Olivia gives them.

When Olivia arrives at the shelter in the morning, she goes to each cage and greets each dog. Breakfast—kibble and water—comes next. After that, each dog gets some exercise. On most mornings, the bigger dogs play together in the shelter yard. Olivia chases the dogs around the yard or plays fetch with them. After playtime, Olivia brushes each dog's coat and puts the dog back into its kennel.

Olivia sweeps the shelter floors while the dogs rest. There is always dirt and hair on the floor because of all the dogs running around. After cleaning, Olivia takes any dog that needs its shots to the shelter vet. At the end of the day, Olivia fills out paperwork before heading home.

Olivia does not get paid for her time at the shelter, but the time she spends with so many good dogs is worth more than money. When someone adopts a dog from the shelter, Olivia feels a little sad to see the dog go. But she is also happy to see one of her furry friends find a forever home.

SKILL PRACTICE

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

1. What does Olivia do before she puts the dogs back into their cages?
Ⓐ plays with them outside
Ⓑ gives them quick checkups
Ⓒ takes them to get their shots
Ⓓ fills out paperwork
2. Which statement best describes the main idea of the passage?
Ⓐ Working at an animal shelter is rewarding for Olivia.
Ⓑ Dogs are happiest when kept in cages.
Ⓒ Olivia enjoys working with all animals.
Ⓓ Animal shelters need more staff members.
3. Which of these things does Olivia *not* do with her shelter dogs?
Ⓐ play fetch
Ⓑ take them on walks
Ⓒ brush their fur
Ⓓ feed them kibble and water
4. When does Olivia do paperwork?
Ⓐ before she does anything else that day
Ⓑ right after breakfast
Ⓒ only after dogs are adopted
Ⓓ every evening before leaving

STRATEGY PRACTICE

Make a timeline that shows what a typical day at the shelter is like for Olivia.

Cause and Effect

Students practice identifying cause-and-effect relationships as they look for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine parts of the passage that can be proved (facts) or that represent what someone thinks or feels (opinions).

DAY 1

Activate prior knowledge of causes and effects by having students think of simple cause-and-effect relationships. (e.g., I eat a snack after school because I am hungry.) Then direct students' attention to the words *result* and *effect* in questions 1 and 2 in the skill practice activity. Say: **These words usually signal that you are being asked about cause and effect. As you read about the history of paper, think about what happens (cause) and why it happens (effect).** Then remind students of the *Determine Important Information* strategy (Week 5). Read aloud the instructions for the strategy practice activity and tell students to read each paragraph more than once to make sure they find all the important information to complete the activity. When students have finished reading, have them complete the skill practice activity. Review the answers together.

DAY 2

Inform students that they will be reading about a girl who works at a ranch. Then remind students of the *Ask Questions* strategy (Week 6). Say: **Asking questions while you read is a good way to engage with what you are reading.** Tell students to think of a question as they read and to look for the answer. Direct them to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Fact and Opinion* skill. Explain to students that as they read, they should look for words or ideas that signal facts (such as place names or time periods) and words that signal opinions (such as *better* or *prefer*). Then remind students of the *Determine Important Information* strategy. Say: **Thinking about what you would tell someone else about the passage can help you determine which information is important.** When students have finished reading, direct them to complete the skill and strategy practice activity. Review the answers together.

DAY 4

Remind students of the difference between fact and opinion and tell them that they are going to read a passage about bacteria. Say: **Remember that facts and opinions can appear together in the same sentence. For example, if I told you that 7 out of every 10 people think bacteria are gross, I am telling you a fact about what a certain amount of people think. However, their thoughts about bacteria are opinions.** Have volunteers list on the board other words or phrases that might signal opinions about bacteria (*scary, helpful, bad*), and some words that signal facts (*common, natural, microscopic*). Then remind students of the *Ask Questions* strategy. Say: **Thinking of questions that someone can answer using information from the passage is a good way to check your understanding.** Direct students to read the passage and then complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students that they will practice identifying causes and effects and distinguishing facts and opinions in a passage about making grilled cheese sandwiches. Then remind students of the *Determine Important Information* strategy. Explain: **One way to find the important information in a passage that tells you how to do something is to think of the steps involved.** When students have finished reading the passage, have them complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about how Cai Lun's discovery affected China and the rest of the world.

The Paper Man

Before paper was invented, people wrote or drew on materials such as bamboo, silk, animal hide, and wooden blocks. Some cultures even used chisels to carve marks on pieces of stone. Writing materials were expensive and hard to use, and few people learned to read. Therefore, few people wrote. This all changed, thanks to a man named Cai Lun.

Cai Lun began working as a palace servant in Imperial China in the year AD 75. His service to the emperor was rewarded with several promotions. Cai Lun's most important promotion came in the year 89, when he was put in charge of making paper.

Paper had already existed in China, but the process for making it was difficult and the paper was low quality. Cai Lun began experimenting with many different materials and different ways of reducing those materials to paper.

In the year 105, Cai Lun showed the emperor a way of making paper from tree bark, bamboo, cloth rags, and fishing nets. Cai Lun's paper was stronger and cheaper than any paper that had been made before. The emperor was pleased and gave Cai Lun great wealth.

Because of Cai Lun's papermaking method, Chinese culture grew more rapidly over the next several centuries. That's because ideas were much easier to share, and more people learned to read. The use of paper spread beyond China, helping other cultures record and spread their ideas. Today, Cai Lun is considered a national hero in China. But the entire world should be grateful for the clever Chinese papermaker.

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

- What was the result of Cai Lun's experiments with different materials?
 Ⓐ a new way to make paper
 Ⓑ mass production of stone chisels
 Ⓒ great wealth for everyone
 Ⓓ fame for the emperor
- Which of these is *not* an effect of Cai Lun's discovery?
 Ⓐ cheaper writing materials
 Ⓑ more widely available paper
 Ⓒ longer-lasting documents
 Ⓓ slower growth of cultures
- How did Cai Lun become wealthy?
 Ⓐ He made money as a writer.
 Ⓑ He sold tree bark and bamboo.
 Ⓒ The emperor rewarded him for his work.
 Ⓓ He became a paper salesman.
- Which of these reasons made Cai Lun want to research better ways to make paper?
 Ⓐ Paper did not yet exist.
 Ⓑ Paper was expensive and of poor quality.
 Ⓒ His family owned a printing shop.
 Ⓓ The emperor promised wealth to anyone who could make paper.

STRATEGY PRACTICE Underline sentences in the passage that tell why Cai Lun's discovery is valuable.

READ THE PASSAGE Identify Gretchen's actions in the story and the effects of those actions.**Horses**

Before taking a summer job at Circle J Ranch, Gretchen hadn't spent much time around horses. During her first couple of weeks on the job, she learned how to feed and care for the animals. Gretchen learned that the horses received a special blend of feed to keep their hooves strong and their manes and coats shiny. Gretchen brushed the horses every day and sometimes gave them carrots and apples. These treats calmed the horses during grooming, so they eventually began to trust Gretchen.

After learning how to care for the horses, Gretchen learned how to ride. The horses at Circle J were very well trained for riding. They walked when the rider touched her heels to their sides, and they stopped right away when the rider pulled gently on the reins. Soon, Gretchen was nearly as comfortable on a horse as she was on her own two feet.

Before the summer was over, Gretchen had become fond of all the horses at the ranch. The owners told her that she had done a great job and they hoped to see her again next summer. They also told her that she was welcome to visit Circle J anytime.

Gretchen began thinking of ways she could ask her parents for her own horse, but she doubted they would give her one. She decided that she would bring them to the ranch one day. When they saw how well she got along with the horses, she felt sure they would at least consider her request.

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

- According to the story, giving treats to horses helps them _____.
 - stay calm while people ride them
 - learn to trust the people who care for them
 - understand human commands
 - keep their hooves strong
- What does Gretchen do to signal a horse to start walking?
 - give the horse a treat
 - pull gently on the reins
 - brush the horse's coat
 - touch the horse's sides with her heels
- Why did the Circle J Ranch owners invite Gretchen to work there again next summer?
 - She was a good worker.
 - No one else could do her job.
 - The horses did not like other people.
 - She wanted a horse of her own.
- Gretchen thought of bringing her parents to visit Circle J because _____.
 - it was a nice place to visit
 - the owners wanted to meet them
 - she thought it would help her get a horse
 - two more workers were needed

STRATEGY PRACTICE Write a question you thought of while reading the passage. If you found the answer, write it, too.

READ THE PASSAGE Identify the facts and the statements of opinion about candles.**Little Firelights**

Candles may be the most important indoor invention ever. They are portable little fires that brighten the night. Before electricity, candles were the most common way to light up a dark room. Countless letters, books, and poems have been written—and read—by candlelight.

The origin of the candle is something of a mystery. It is commonly believed that the earliest candles were made from cooked animal fat called *tallow*. Ancient Egyptians used primitive candles called *rushlights*, which were made from the stems of plant reeds dipped in tallow. Ancient Romans invented the wick, which burned better and longer, to replace the reed stem.

Odor was a problem with early candles. Tallow gives off an unpleasant smell when it is burned. In the Middle Ages, people discovered that beeswax could be used instead of tallow. Beeswax gives off almost no odor, but it was so rare that only the wealthy could afford it. Women in colonial America discovered that boiled bayberries produced a sweet-smelling wax that could be used to make candles, but the wax was difficult to get from the berries. Although bayberry-wax candles are rare, bayberry-scented candles are popular today.

Most modern candles are made from *paraffin*, an artificial mixture of oils that is plentiful and inexpensive. Some people prefer candles made from natural soy or beeswax, however.

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

- Which of these statements is a fact about candles?
 - Tallow candles smell bad.
 - Candles were more important than other types of light.
 - Paraffin candles are better than other kinds.
 - Ancient Romans invented the wick.
- Which idea from the passage is an opinion?
 - Rushlights were reed stems dipped in tallow.
 - Soy candles are preferable to paraffin candles.
 - Beeswax gives off almost no scent.
 - Tallow is made from animal fat.
- Which of these is a fact about bayberry wax?
 - It was easy to get.
 - It burns better than beeswax.
 - It is produced by boiling the berries.
 - It was the earliest candle in U.S. history.
- Which of these statements is an opinion?
 - Wicks are better than reed stems.
 - Many books were written by candlelight.
 - Women in colonial America made candles from bayberries.
 - In the Middle Ages, some candles were made from beeswax.

STRATEGY PRACTICE Think about what someone might want to know before buying a candle. Write one fact and one opinion about each type of wax mentioned in the passage.

READ THE PASSAGE Decide which statements about bacteria are fact and which show an opinion.

Bacteria

The smallest living creatures on Earth are bacteria. In fact, you can't see them without a microscope. Bacteria may be small, but there are a *lot* of them! An ounce of soil, for example, may contain more than a billion of these organisms!

Bacteria have been on this planet for a long time. In fact, the oldest known fossils are of bacteria. These organisms can also survive where others cannot. Bacteria have been found in cold places such as in deep Arctic ice and in hot places such as the insides of geysers.

We tend to think of bacteria only as "germs" that make us sick, but bacteria do many things that help life on Earth survive and thrive. They help break down dead plants and animals into soil nutrients. Without these nutrients, soil could not be used to grow food for humans and animals. Without bacteria, ecosystems would be less healthy because dead plants and animals would not break down properly.

Bacteria are also responsible for the flavor and texture of some foods. They affect the taste of some types of bread, for example. And without bacteria we would not have cheese or yogurt.

The human body needs some bacteria to function properly. Microscopic bacteria in our stomachs and intestines help us digest food. In addition, bacteria help remove dead skin cells so our pores can breathe. And some kinds of bacteria even fight off other kinds of bacteria that can make us ill. Scientists, in fact, use bacteria to make medicines that help us recover from illnesses. Bacteria just might be the most beneficial organisms on Earth!

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

- Which of the following statements expresses an opinion about bacteria?
Ⓐ They should be avoided whenever possible.
Ⓑ They can live in extreme temperatures.
Ⓒ They perform useful functions in the body.
Ⓓ They are the smallest organisms on Earth.
- Which of these statements is a fact?
Ⓐ Bacteria should be appreciated.
Ⓑ Bacteria should be eliminated.
Ⓒ Bacteria help break down dead things.
Ⓓ Bacteria are amazing.
- Which is *not* a fact about bacteria in the body?
Ⓐ Bacteria help remove dead skin cells.
Ⓑ Some bacteria help fight harmful bacteria.
Ⓒ Bacteria help us digest food.
Ⓓ Bacteria are the most important thing in our bodies.
- Which statement about bacteria is an opinion?
Ⓐ They have been on Earth a long time.
Ⓑ Some medicines are made from bacteria.
Ⓒ They are microscopic.
Ⓓ Their ability to survive is remarkable.

STRATEGY PRACTICE Write a question about bacteria that can be answered using information from the passage.

READ THE PASSAGE Think about causes and effects, as well as facts and opinions, as you read.

A Quick Snack

Grilled cheese sandwiches are a great option for lunch when there isn't a lot of time to cook. They're quick, easy, and tasty. All you need to make one is some cheese, two slices of bread, some butter or oil, a pan, and a stove.

First, put a little butter or oil in the pan. This will help the bread toast evenly and prevent it from sticking to the pan. You can also spread butter directly on the bread. This can be tricky, though, because the butter can make your fingers slippery as you put the sandwich together.

The next step is to put cheese between the slices of bread. Grilled cheese sandwiches can be made with any kind of cheese you want, as long as it melts easily. Cheddar cheese is the most popular choice, but Monterey Jack is good, too. Some people like to add vegetables or a few slices of tomato to their sandwiches along with the cheese.

Now it's time to get cooking. Heat the butter or oil in the pan. Cook the sandwich over medium heat until the bread is toasted and the cheese begins to melt. Using high heat will burn the bread. Using a spatula, flip the sandwich to toast the other slice of bread. By the time the heat has made both slices of bread crispy, the cheese inside should be melted. The melted cheese will also seal in any vegetables you added. Slide or lift your sandwich onto a plate and enjoy it!

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

- Which of these is *not* the result of heating the sandwich?
 Ⓐ melted cheese
 Ⓑ toasted bread
 Ⓒ slippery fingers
 Ⓓ vegetables sealed inside
- Which of these is an opinion about grilled cheese sandwiches?
 Ⓐ Cheddar cheese is the best cheese to use.
 Ⓑ Flipping the sandwich cooks it on both sides.
 Ⓒ Butter keeps the bread from sticking to the pan.
 Ⓓ The sandwich consists of bread and cheese.
- If the bread burns before the cheese melts, what is the likely cause?
 Ⓐ You used the wrong kind of bread.
 Ⓑ You used Monterey Jack instead of cheddar.
 Ⓒ You flipped the sandwich too soon.
 Ⓓ You cooked the sandwich over high heat.
- Which of these is a fact about grilled cheese sandwiches?
 Ⓐ Vegetables make them taste better.
 Ⓑ They are easy to make.
 Ⓒ They require only a few ingredients.
 Ⓓ They are delicious.

STRATEGY PRACTICE Write the steps, in order, for making a grilled cheese sandwich.

Compare and Contrast

Students practice comparing and contrasting by looking for 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.

DAY 1

Remind students of the *Compare and Contrast* skill. Say: **You will be reading about three people who work in a store. As you read, note similarities and differences among them. One way to help you do this is to use a diagram.** Show students how to make a three-part Venn diagram with the names of the story characters (Terry, Maria, and Patty). Then remind students of the *Make Connections* strategy (Week 2). Say: **As you read, think about whether the people or events described in the story remind you of anything you have seen or done.** Model by reading aloud the first two sentences of the second paragraph. Ask: **Have you ever seen anyone testing a mattress at a store? What was the person's reaction?** (smiling, bouncing on the bed, etc.) When students have finished reading, have them complete the skill and strategy practice activities.

DAY 2

Tell students that they will be reading a passage that compares and contrasts different types of archaeology. Build background by showing pictures of dig sites and examples of artifacts that archaeologists look for (e.g., pottery, arrowheads, ancient tools). Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **The ideas in this passage may be unfamiliar to you. Drawing a chart can help you keep track of the information so it's easier to understand.** Read aloud the instructions for the strategy practice activity and draw a two-column chart on the board. Write the headings "Types of Archaeologists" for column 1 and "What They Do" in column 2. Read aloud the first sentence of the second paragraph and model how to record information in the chart. For the first entry, write "work at dig sites" in column 1 and "dig where humans lived long ago" in column 2. Tell students to fill in their charts as they read each paragraph. When students have finished reading, have them complete the skill practice activity.

DAY 3

Remind students of the *Make Inferences* skill. Say: **When we make an inference, we use our own experience to fill in missing information.** Model by asking students if they can sometimes tell what's for dinner just by smelling the food cooking. Say: **You may not be able to see what is cooking, but you can use your experience of what certain foods smell like when they cook to infer what you will have for dinner.** Then remind students of the *Make Connections* strategy. Tell them that they will be reading about marathons and that they should draw upon their own experiences running or competing in a sport to better understand the passage. When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the definition of *inference*. Then tell students that they will be reading about Spain's first queen. Build background by pointing out Spain on a map of Europe. Then remind students of the *Monitor Comprehension* strategy. Say: **Making a timeline is a good way to monitor your comprehension and sort facts about someone's life or about history.** Read aloud the instructions for the strategy practice activity and tell students to note key dates and events as they read. When students have finished reading, have them complete the skill and strategy practice activities.

DAY 5

Tell students they will practice comparing and contrasting and making inferences as they read about beetles. Build background by displaying pictures of the beetles mentioned in the passage (ladybug, fiddler beetle, ironclad beetle, titan beetle, etc.). Then remind students of the *Make Connections* strategy. Say: **As you read, use your knowledge of insects to make a connection with the text.** When students have finished reading, have them complete the skill and strategy practice activities.

READ THE PASSAGE Think about how Terry, Maria, and Patty are similar and different.

Patty's Home Sweet Home

"Patty's Home Sweet Home" is a large furniture store at the south end of town. The building is divided into sections for different parts of a home, including a bedroom and a kitchen. Organizing the store this way helps employees keep track of the goods they sell. It also helps customers quickly find what they need.

Terry works in the bedroom section. When people come to look for a new bed, he invites them to sit on the mattresses to compare them. He suggests that customers open and close dresser drawers to see how quietly they glide. Terry wants customers to test the furniture so they know what they are buying.

The kitchen section is where Maria works. She knows all about different types of stoves, sinks, and dishwashers. Customers in the kitchen section can ask Maria anything about these appliances. She wants to make sure that her customers get all the information they need about the products they're planning to buy.

Patty owns the store. She moves from section to section to make sure everything is running smoothly. She spends most of her time chatting with customers and making sure their shopping experience is going well. Sometimes she helps her salespeople, but they don't usually need help. The salespeople at Patty's store do their jobs well, and customers seem satisfied.

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

- How are Terry and Maria similar?
 - Both work in the same section of the store.
 - Both work to please their customers.
 - They think that answering customer questions is the most important part of their job.
 - They think that letting customers test the products is most important.
- One way in which Patty is different from Terry and Maria is that Patty _____.
 - spends no time on the sales floor
 - is helpful to customers
 - does not stay in one section
 - spends most of her time out of the store
- What is one way that Terry and Maria are *not* different from each other?
 - where they work in the store
 - how they help their customers
 - the amount of help they need from Patty
 - the types of items that they sell
- Which statement is best supported by the passage?
 - Maria and Patty have similar jobs.
 - Patty, Terry, and Maria help customers in different ways.
 - Customers are not very happy at Patty's store.
 - The kitchen section is the best section.

STRATEGY PRACTICE Would you act more like Terry, Maria, or Patty? Why?

READ THE PASSAGE Think about the job of each archaeologist.

The Many Sides of Archaeology

Do you enjoy learning about life in the past? If so, you might consider a career in archaeology when you grow up. Archaeologists are scientists who study human life and cultures of the past.

Some archaeologists work outside on field crews, digging and searching where people lived long ago. Field crews uncover all kinds of things from the past, including homes, roads, tools, art objects, and even garbage pits.

Archaeologists often specialize in certain areas of study. One kind of archaeologist, for example, studies the remains of animals from sites where humans lived long ago. They want to know more about the animals that people hunted, raised for food, or kept as companions.

Some archaeologists study the remains of shipwrecks. They look for clues that explain why the wrecks occurred. The treasures they find at the bottom of the ocean can reveal where people traveled, how they got there, and whom they traded goods with.

Not all archaeologists work outdoors. Some work at museums, universities, or parks. They study the records that other archaeologists create and help preserve the artifacts that field crews dig up. These specialists not only discover secrets about life long ago, but they also help the public to understand those discoveries.

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

- Based on the passage, how are all archaeologists similar?
 Ⓐ They study plant and animal remains.
 Ⓑ They study how humans lived in the past.
 Ⓒ They specialize in certain topics.
 Ⓓ They work at museums.
- Which statement is true about archaeologists who discover artifacts and those who preserve artifacts?
 Ⓐ Both types work underwater.
 Ⓑ Both types teach the public.
 Ⓒ They work in different places.
 Ⓓ Neither would be interested in garbage pits.
- How are archaeologists who study shipwrecks similar to those on field crews?
 Ⓐ Both types work in the ocean.
 Ⓑ Both types work at museums.
 Ⓒ Both types preserve artifacts.
 Ⓓ Both types discover artifacts.
- Which archaeologists would be most interested in ancient tools made from stone and copper?
 Ⓐ those who look for tools at dig sites
 Ⓑ those who examine animal remains
 Ⓒ those who teach at universities
 Ⓓ those who study shipwrecks

STRATEGY PRACTICE Make a chart that shows the different types of archaeologists and that tells something important about each of their jobs.

READ THE PASSAGE Use text clues and background knowledge to make inferences about marathons.

Run, Run, Run

A marathon is one of the most challenging events in the sport of running. Competitors run a distance of 26.2 miles, and the first person to cross the finish line wins. People who run marathons train hard to build the endurance they need for such a long race. So far, no one has finished a marathon in less than two hours.

The idea for the race comes from an ancient Greek legend set at the historic Battle of Marathon. The Greek army was badly outnumbered by the Persian army. Nevertheless, the Greeks won. A messenger was so excited about the victory that he ran without stopping all the way from Marathon to the city of Athens to deliver the news. The distance he covered was about 26 miles. In the legend, the messenger died suddenly after arriving.

Many people believe that just finishing a marathon is a triumph. The human body uses a great deal of energy to run long distances. Nearly all marathon runners experience something called “hitting the wall” near the end of the race. This is a runner’s term for getting extremely tired suddenly. The body runs out of sugars to use for energy and starts to burn fats. The runner feels very tired until his or her body begins to turn fats into fuel.

Marathons are about more than competition. The winner of the 1952 Olympic marathon said this about the sport: “If you want to win something, run 100 meters. If you want to experience something, run a marathon.”

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

- Marathons are 26.2 miles long because _____.
 - it is the greatest distance a person can run
 - it was the distance a messenger ran, according to a Greek legend
 - race officials want only trained runners
 - the Battle of Marathon lasted 26 days
- Which is the most likely reason that marathon runners “hit the wall”?
 - They run faster than other runners do.
 - They run only after fighting in a battle.
 - They eat less sugar than other runners do.
 - They run farther than most other runners do.
- Based on the quote in the last paragraph, what inference can you make about marathons?
 - Nobody wins a marathon.
 - A marathon is not a sport.
 - A marathon has benefits beyond winning.
 - A 100-meter race is harder than a marathon.
- What do you think caused the ancient messenger in the legend to die suddenly?
 - He was exhausted from running.
 - He was injured in the Battle of Marathon.
 - Athenians killed him.
 - Persians followed him and killed him.

STRATEGY PRACTICE Give at least two reasons that a person might run a marathon.

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

Spain's First Queen

You probably know that the United States began as a few small colonies. But did you know that many other countries began in the same way? Spain, located in Europe, was one such country. Its history was shaped by a young woman named Isabella.

Isabella was born on April 22, 1451. Her father was the king of Castile, a kingdom that was part of Spain. Sadly, the king died when Isabella was only three years old. Her brother, Henry IV, then ruled the kingdom, but he named Isabella as heir to the throne—at first, anyway.

King Henry searched for a husband for the young Isabella so she could someday become queen. But Isabella did not want to marry any of the men that Henry chose for her. Instead, she wanted to marry Ferdinand, the king of Aragon, which was another part of Spain. Isabella fled the castle and hid in a small village until she and Ferdinand could be married.

Henry disapproved of the marriage, so he decided to name his own daughter, Joan, as heir to the throne. When Henry died in 1474, both Joan and Isabella claimed the throne, which started a civil war. When the war ended in 1479, Isabella became queen of Castile, and Ferdinand became king.

Another war began later in Isabella's reign, this time to bring the kingdom of Granada into the already united kingdoms of Aragon and Castile. It was during this war that Christopher Columbus asked Isabella to fund his journey to America. Spain was finally united in February 1492, just a few months before Columbus set sail.

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

- Which statement is supported by the passage?
Ⓐ Queen Isabella I was an unpopular ruler.
Ⓑ Isabella and Ferdinand helped create Spain.
Ⓒ Henry wanted to be king of Aragon.
Ⓓ The war to unite Spain did not end well.
- Which is likely true about Henry IV?
Ⓐ He wanted to be in control of Castile.
Ⓑ He wanted Isabella to make her own choices.
Ⓒ He was proud of Isabella's independent attitude.
Ⓓ He wanted Joan to marry Ferdinand.
- What can you infer about Isabella?
Ⓐ She wanted to please her brother, Henry.
Ⓑ She was not an important woman in history.
Ⓒ She married Ferdinand in spite of Henry.
Ⓓ She was not a good queen during times of war.
- Which statement about Isabella is likely true?
Ⓐ She did not think Columbus's journey was important.
Ⓑ Without her, Americans might not celebrate Columbus Day.
Ⓒ Isabella had little ambition in life.
Ⓓ Isabella found no purpose in war.

STRATEGY PRACTICE Make a timeline of important events in Isabella's life.

READ THE PASSAGE

Compare different kinds of beetles, and make inferences about them.

Bunches of Beetles

Almost everyone has seen a beetle at some time in their lives. These insects lurk in garden beds or feed on blooming trees in the summertime. They often enter houses. Almost anywhere humans go, beetles can follow.

There are more than 300,000 different kinds of beetles on Earth, and they all have some similarities. For example, all beetles have six legs and two antennae. And their bodies are divided into three segments. Beetles share these characteristics with all other insects, as well.

There are also differences among species of beetles. Some beetles, such as ladybugs and fiddler beetles, can fly. Other species, such as the ironclad beetle, can only walk. Beetles also vary greatly in size. Some are about the size of a grain of sand. In contrast, titan beetles from South American rainforests can grow to more than 6 inches in length.

Beetles have different ways of defending themselves. Bombardier (bom-bur-DEER) beetles have special glands in their bodies that spray a hot chemical to warn predators. Acrobat beetles scare predators by doing headstands. Still other types of beetles, such as leaf beetles, hide by blending in with their surroundings. This form of defense is known as *camouflage*.

Most beetles are harmless—or even helpful—to humans. Ladybugs, for example, feed on pests that damage crops. There are more than 300,000 beetle species in the world. Fortunately, humans get along with most of them!

SKILL PRACTICE

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

- How are ladybugs and fiddler beetles similar, according to the passage?
 Ⓐ Both feed on crop pests.
 Ⓑ Both grow to about the same size.
 Ⓒ Both blend in with their surroundings.
 Ⓓ Both can fly.
- What do beetles have in common with all other insects?
 Ⓐ They have three-segment bodies.
 Ⓑ They are harmless to humans.
 Ⓒ Camouflage is their main defense.
 Ⓓ They have no antennae.
- Bombardier and acrobat beetles differ _____.
 Ⓐ in their size
 Ⓑ in the number of body segments they have
 Ⓒ in the way they defend themselves
 Ⓓ in the way they move
- According to the passage, what makes titan beetles different from other beetles?
 Ⓐ the way they deal with predators
 Ⓑ the number of legs they have
 Ⓒ their size
 Ⓓ the way they help humans

STRATEGY PRACTICE

Explain how remembering beetles you have seen helped you understand the passage.

Character and Setting

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

Theme

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

DAY 1

Remind students of the *Character and Setting* skill and tell them they will be reading about a ruler from long ago who is remembered for the changes he made during his lifetime. Say: **Characters often change from the beginning of a passage to the end, and it's important to keep track of those changes. As you read this passage, note how and why the character changes.** Then remind students of the *Organization* strategy (Week 4). Tell students that writers often use a transition sentence at the beginning of a paragraph to help readers understand how the ideas are connected from one paragraph to the next. Say: **Paying attention to transition sentences as you read will help you better understand how the writer organized the passage. Transition sentences provide links from one paragraph to the next, showing how ideas are related.** Then direct students to read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the skill and say: **Many writers use dialogue to communicate information about a character. By studying what a character says, you can understand more about that character.** Model by reading aloud Jin's dialogue about his missing glove. Say: **I can tell from what Jin says that he is polite because he apologizes to Laurie for making her wait. I can also tell that he is probably not very well organized because he could not find his other glove.** Then remind students of the *Visualization* strategy (Week 3). Say: **As you read, look for details about the setting that are easy to picture.** Have students read the passage and complete the skill and strategy practice activities.

DAY 3

Remind students that themes in nonfiction often convey how the author views the world. Tell them that they are going to read about the history of and uses for corn. Activate prior knowledge by having students brainstorm corn products (e.g., popcorn, corn syrup, corn chips, ethanol). Then remind students that a writer chooses how to organize a passage, and that transition sentences help readers understand how the main idea of one paragraph connects with the main idea in the next paragraph. Say: **Remember that the main idea of a paragraph may not be stated directly.** When students have finished reading, have them complete the skill and strategy practice activities.

DAY 4

Remind students that the theme is the central message of a piece of writing. Inform students that they will be reading about dance competitions. Read aloud the first paragraph of the passage and ask: **Do you think the author believes that dance competitions are serious? (probably) Which words are a clue? (*dancing isn't simply fun*)** Then remind students of the *Visualization* strategy. Say: **The words in a passage are not always easy to visualize. When that's the case, think about the topic or the ideas being discussed and rely on your prior knowledge to help you visualize.** Activate prior knowledge by asking students to recall where they have seen dance competitions (on television, in movies) and to share what different styles of dance look like (ballet, tap, hip-hop, etc.). Then have students read the passage and complete the skill and strategy practice activities.

DAY 5

Tell students that they will study the characters, setting, and theme as they read a story about a brother and sister who play on the same baseball team. Ask students to name situations that might occur in such a story (e.g., sibling rivalry, competitiveness, teamwork). Then remind students of the *Organization* strategy. Say: **In a story, characters often change or overcome problems. As you read, look for where this happens.** Have students read the story and complete the skill and strategy practice activities. Review the answers as a group.

READ THE PASSAGE Think about how Ashoka changed and what effect the change had on others.

Good Emperor Ashoka

Many cultures have stories about gentle, wise, and kind rulers. Most of these stories are legends. They were not meant to be historical records. Instead, these stories were meant to help people endure cruel or greedy rulers and give them hope for the future.

In southern Asia, however, a beloved ruler really did exist. His name was Ashoka the Great, and he brought peace to a region that is now India, Bangladesh, and Pakistan. Ashoka was so well liked that some of the symbols he used during his reign—lions that stood for power, courage, and confidence—remain national symbols of India.

Ashoka the Great had not always been kind. For several years he had ruled no differently from the long line of cruel kings and warlords that came before him. However, after Ashoka witnessed the terrible results of the Kalinga War, which destroyed the land and killed many thousands of people, he changed. Ashoka realized that conquest also brings great suffering, so he sent a message of respect and nonviolence to the farthest corners of his kingdom.

The message impressed people, not just for its ideas but for the message itself. The language Ashoka used was plain, sincere, and personal. Ashoka wanted everyone to understand the values he learned through the hard lessons of war.

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

- Before the Kalinga War, Ashoka was a _____.
 Ⓐ cruel conqueror
 Ⓑ gentle peasant
 Ⓒ storyteller
 Ⓓ loyal soldier
- Which sentence describes the land that Ashoka ruled?
 Ⓐ It had a history of being ruled by kind, generous leaders.
 Ⓑ Many conquerors had ruled there before.
 Ⓒ Wars seldom occurred there.
 Ⓓ It was ruined by war forever.
- Which word best describes Ashoka after the Kalinga War?
 Ⓐ ineffective
 Ⓑ fierce
 Ⓒ troublesome
 Ⓓ peaceful
- Which modern country has adopted symbols from Ashoka the Great?
 Ⓐ Bangladesh
 Ⓑ Pakistan
 Ⓒ India
 Ⓓ Thailand

STRATEGY PRACTICE Tell how the first sentence of paragraphs 2, 3, and 4 helped you better understand the ideas in the passage.

READ THE PASSAGE Think about how Jin and Laurie behave in the garden.

Harvest Time

Jin and Laurie were excited. It was almost time to harvest the vegetables from their new garden. The late-September weather had just turned cool, and the crops that they had planted in the spring were ripe and ready to be picked.

Laurie stood near the gate of the white, wooden garden fence with a yellow bucket in her hand. She was going to collect the plump sweet peppers and skinny hot peppers. The branches of each short pepper bush sagged under the weight of the plentiful and heavy green, yellow, and red fruits. Laurie was anxious to start picking, but she promised Jin that she would wait for him.

Just as Laurie was about to yell for Jin, he emerged from the house wearing dirty gardening gloves and carrying a small saw. He wanted to collect some of the spotted gourds and squashes. The pumpkins on the largest vine had been growing for months and were larger than Jin's head! "Sorry I took so long," Jin said. "I couldn't find my other glove."

"No problem," Laurie said. "I've been looking forward to this. I told you that this soil would produce some great food!" They walked through the gate and stepped carefully around the rows of plants.

"How did you know?" Jin asked.

"I didn't just *know*," said Laurie. "I dug up the dirt and tested it." She picked up a handful of the black earth and brought it close to her nose. "You can smell how rich the soil is."

"Wait until I work my cooking magic on the produce!" Jin said as he began sawing the thick stem of a fat pumpkin. "I promise it'll smell much better than dirt."

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

- How are the garden crops arranged?
 (A) randomly
 (B) in rows
 (C) on hillside steps
 (D) in squares
- Based on information in the passage, which of these statements about Laurie is true?
 (A) She examines things carefully.
 (B) She did not think the garden would work.
 (C) She does not like getting her hands dirty.
 (D) Her gardening experience is limited.
- You can tell from the passage that Jin _____.
 (A) does carpentry work
 (B) plays baseball
 (C) enjoys painting
 (D) likes to cook
- Where is the garden most likely located?
 (A) at school
 (B) in a greenhouse
 (C) in a backyard
 (D) on a windowsill

STRATEGY PRACTICE Underline the words that helped you visualize Jin and Laurie's garden.

READ THE PASSAGE Think about the author's message in this passage about corn.

King Corn

Corn is one of the most important crops in the world. We eat it, we turn it into fuel, and we feed it to pets and farm animals. Corn is even partly responsible for the survival of early settlers in North America. But for all its usefulness, corn—a member of the grass family—was once considered little more than a weed.

Unlike today's corn plants, which produce ears up to a foot long, the ancestor of the modern cornstalk was much smaller. The cobs of the ancient plant were only about two inches long. Native Americans noticed that the tiny, hard corncobs could be boiled or ground and then eaten, so they began working with the crops to try to grow bigger ears of corn. To do this, they selected and replanted seeds from the plants that produced the largest ears. Their hard work paid off, and eventually the plants were producing nutritious, tasty, and plentiful amounts of corn.

Over the next several centuries, people developed thousands of varieties of corn. Only about a hundred varieties exist today, but corn is used in more ways than ever. The majority of American cows, chickens, and pigs eat corn in one form or another. Corn syrup is a popular sweetener used in breads, jellies, candy, and soft drinks. Cornstarch can be used instead of plastic or paper to make containers. Once considered little more than a funny kind of grass, corn has become one of the world's most useful resources.

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

- Which is the main theme of the passage?
 A Corn plants can be made into many things.
 B Many varieties of corn were developed over the centuries.
 C Corn has always been one of the most important crops in the world.
 D Corn helped settlers survive.
- Which of these words does *not* describe modern corn, according to the passage?
 A useful
 B plentiful
 C expensive
 D edible
- Which of the following statements expresses a theme of the passage?
 A Humans should not interfere with nature.
 B Corn and its products are used too much.
 C Working with nature can yield good results.
 D All countries are united by food.
- Which of these themes is represented in the passage?
 A Most discoveries are made by farmers.
 B Things that do not seem useful at first become valuable.
 C Working to change things is pointless.
 D Some things never lose value over time.

STRATEGY PRACTICE Explain how the first sentence of paragraph 3 provides a transition between the main idea in the second paragraph and the main idea in the third paragraph.

READ THE PASSAGE Think about the themes in the passage as you read.

Competition on the Dance Floor

Many people enjoy dancing with friends at parties or concerts. Sometimes, though, dancing isn't simply fun—it's a contest! All over the world, dancers compete to prove who is the best.

Ballroom dance is one of the oldest forms of dance competition. Couples compete in different categories according to their level of experience. Each category has its own set of dances. Couples are judged on the beauty, accuracy, and difficulty of their dance routines.

Stage dances—such as ballet, jazz, hip-hop, and tap—also have competitions. In these events, dancers usually compete according to age group. Stage dance has many different styles of music, and the dance steps vary. The competitions usually are judged by professional dancers.

Dance battles are another type of contest. They usually consist of a street-dance style such as break dancing. Dance battles began as informal contests between groups of dancers in different neighborhoods. Although many battles are still informal, others are well-organized contests. Dancers can compete alone or in a group. Dance battles can be decided by a panel of experts or simply by the reaction of the crowd cheering and clapping.

Whether twirling across a stage or backflipping in front of friends in the park, dancers find a way to show one another their best moves.

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

- Which statement would the author likely make about dancing?
 - There are too many dance contests.
 - Dancing should not be taken seriously.
 - Dance is entertainment and an art form.
 - Dance needs more competitions to keep it interesting.
- Which saying best fits the passage?
 - "There is only one way to do something."
 - "Variety makes life more interesting."
 - "Decisions should be left to experts."
 - "Competitions promote rivalry."
- Which statement would the author probably agree with?
 - Hip-hop is not as difficult as jazz.
 - Dance battles are an energetic form of competition.
 - Accuracy is more important than style.
 - Dance routines must be beautiful to win.
- Which adjective best describes the world of dance contests?
 - private
 - simple
 - unprofessional
 - varied

STRATEGY PRACTICE Which type of dance contest was easiest for you to visualize? Why?

READ THE PASSAGE

Think about character, setting, and themes in the story as you read.

The Playoffs

Aaron and Gia were in the back seat of the car on the way to the league's all-star game. Aaron poked his fingers through the grates on the catcher's mask in his lap. Gia turned a baseball over and over in her hands. Both played in the same league. Aaron caught for the Cuckoos, and Gia pitched for the Hippos. But they were selected to play for the same team in the all-star game.

"Remember," Aaron said. "If I signal *one*, it's a fastball. If I signal *two*—"

"I know the signals!" Gia interrupted. "I knew them last night when you told me, and I knew them this morning when you told me again!" She took a breath and then grinned. "I guess a first trip to the all-stars can make anybody nervous."

"Me? No way," Aaron said. "I just can't believe they're making you the starting pitcher."

"Ha! You just don't want anyone to see you wince when you catch my fastball," she teased.

"I don't want to get too tired chasing down your wild pitches," Aaron replied.

"Enough!" Mom said from the driver's seat. The twins saw her expression in the rearview mirror. Aaron pulled down his catcher's mask to cover his face, and Gia squirmed. "You both worked hard this season," Mom said. "So I know you both understand the value of teamwork."

Everyone was silent for a few minutes before Gia turned to her brother. "You know," she said. "Ronny was the Hippos' best hitter, but he's afraid of fastballs." Then she grinned. "Too bad he's on the other team today," she added.

Aaron's face lit up. "Yeah! Bring on the fastballs, Sis! And Marcus was the Cuckoos's best base stealer, but I could always tell when he was about to steal a base. Too bad he's on the other team today, too," Aaron sneered. "You and I have nothing to worry about."

SKILL PRACTICE

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

- Which adjective best describes Gia?
 Ⓐ unfriendly
 Ⓑ self-assured
 Ⓒ uncooperative
 Ⓓ nervous
- Who expresses the main theme of the story?
 Ⓐ the narrator, in the first paragraph
 Ⓑ Mom, when she talks to Gia and Aaron
 Ⓒ Gia, when she teases Aaron
 Ⓓ Aaron, when he teases Gia
- Which statement tells a theme of the story?
 Ⓐ There are many ways to work as a team.
 Ⓑ Too much competition is unhealthy.
 Ⓒ Family members are the best teammates.
 Ⓓ Winning isn't everything.
- Which word best describes the relationship between Gia and Aaron?
 Ⓐ competitive
 Ⓑ troubled
 Ⓒ aggressive
 Ⓓ angry

STRATEGY PRACTICE

Explain to a partner why it's important for writers to follow the rule of beginning a new paragraph when the speaker in a story changes. How does it help readers?

Author's Purpose

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

Prediction

Students practice using clues from the text to predict what will happen next in the passage.

DAY 1

Remind students of the *Author's Purpose* skill. Say: **Remember that authors can have different purposes for writing.** Review the most common purposes (to entertain, to inform, to persuade, to instruct). Inform students that they will be reading about distant objects in space and the possibility of a planet that could support life-forms. Remind students that the sun is a star and that it is the center of a planetary system. Build background by explaining that Gliese 581 is a distant star that has several orbiting planets, one of which may have conditions suitable for supporting life. Explain that Gliese 581 is too far away for scientists to know much about the planets for sure. Then remind students of the *Ask Questions* strategy (Week 6). Say: **As you read, think about what else you would like to know about the "Goldilocks planet."** Then have students read the passage. When students have finished reading, have them complete the skill practice activity independently. For the strategy practice activity, pair students or complete it as a group. Review the answers together.

DAY 2

Remind students of the skill and tell them that they will be reading a brief history of special effects in movies. Name the movies listed in the passage and ask students if they have ever seen them. Ask students to give their impressions of special effects they have seen in older movies. (They look "fake"; they're funny or boring; etc.) Then remind students of the *Make Connections* strategy (Week 2). Say: **You can use what you know about special effects in movies to help make connections as you read.** Then have students read the passage and complete the skill and strategy practice activities.

DAY 3

Remind students of the *Prediction* skill. Point out the words *most likely*, *predict*, and *will happen* in the skill practice questions. Say: **These words signal that you are being asked to predict what is likely to happen in the future. To make predictions, look for clues in the story.** Tell students they are going to read a letter that a girl named Shawna writes to her father from basketball camp. Then remind students of the *Ask Questions* strategy. Say: **As you read, think of questions you have about what Shawna is doing. This will help you identify places in the passage that might be confusing. Asking a question can help you clarify what you don't understand and help you think about the information you need or want to know.** Have students read the passage before they complete the skill and strategy practice activities. Review the answers as a group.

DAY 4

Remind students of the skill and explain that this passage is about donating blood. Build background by explaining what blood donation is. Explain that blood donors are volunteers who want to help others. Then remind students of the *Make Connections* strategy. Say: **To better understand this passage, you can draw on your experience of going to the doctor or hospital and your experience helping others.** Direct students to read the passage. When they have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students that they will practice identifying the author's purpose and making predictions as they read about the world's largest birthday cake. Have students review the questions before reading the passage. Suggest that they circle any key words that signal what the question is asking (*predict*, *happened*, *purpose*). Then remind students of the *Ask Questions* strategy. Explain that as they read, students should ask questions about why the author included certain details and what probably happened next. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

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

The Goldilocks Planet

Almost every astronomer has secretly dreamed of discovering a planet where the conditions for life are like those on Earth. In 2010, astronomers and science fans were thrilled to hear about the possible existence of a planet that is big enough and warm enough to support life.

Scientists are calling the planet *Gliese 581g* (GLEE-zuh 5-81-jee). It appears to be part of a solar system that is 20 light-years away from Earth. That's about 500 million times farther away than the moon is—much too far away for humans or even satellites to visit. Scientists must use special equipment to study such faraway objects in space.

One method that scientists use is to study radio waves. All objects in space emit radio waves, but most of these waves are random signals. They don't have a pattern. Scientists hope to find a pattern in the radio waves coming from Gliese 581g, which might mean that there are life-forms on the planet smart enough to use radio waves the way humans do.

If scientists could study the atmosphere of Gliese 581g, they might find gases and other chemicals that would prove that life-forms existed there. First, though, scientists would have to find the exact location of Gliese 581g. Even then, studying the atmosphere of a planet that is billions of miles away from Earth won't be possible for another few decades.

If Gliese 581g really does exist, the chances are incredibly small that it has intelligent life similar to that on Earth. Even if there were such life on the planet, it's doubtful that you could have a pen pal from Gliese in your lifetime. However, the possibility that we are not alone in the universe has scientists, and many others, looking into space with a new sense of excitement.

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

- Why did the author write the passage?
 - to explain why it is difficult to find other planets in the universe
 - to convince people to fund science research
 - to inform people about a new discovery
 - to describe the search for life in outer space
- What is the main purpose of the second paragraph?
 - to explain how to get to Gliese 581g
 - to compare Gliese 581g to the moon
 - to explain why studying Gliese 581g is difficult
 - to convince readers that Gliese 581g is not worth studying
- What is the main purpose of the last paragraph?
 - to remind people to be reasonable in what they expect from the discovery
 - to convince people that Earth is more exciting than Gliese 581g is
 - to excite people about life on other planets
 - to calm people's fears about space invaders
- Which statement would the author probably agree with?
 - New discoveries are exciting but challenging.
 - People should not be excited about science.
 - There are no limits to what people can do.
 - Space exploration is not worth the cost.

STRATEGY PRACTICE With a partner, think of four questions you would ask scientists who are studying Gliese 581g.

READ THE PASSAGE Think about the author's purpose for writing each section.**The History and Future of Special Effects**

Special effects in movies can seemingly make dinosaurs come to life and spaceships soar through the galaxy. Most of today's effects are created with computers. But special effects themselves are not new. Here are some important moments in the history of movie effects.

The Beginning of Movies

When audiences in Paris, France, viewed the first projected movies in 1895, they were stunned. Movies that might seem ordinary to us now were brand-new to viewers. Some early filmmakers, such as Georges Méliès (may-lee-ES), experimented with such film tricks as making objects "disappear" or change size. One of Méliès' movies, *A Trip to the Moon* (1902), was about a spacecraft that lands on the moon and was one of the best special-effects movies of its time.

Models and Miniatures

Before computers, many filmmakers used models of monsters and miniature buildings to create special effects. Both *King Kong* (1933) and *Godzilla* (1954) were made using tiny models to depict an enormous monster. Each model was positioned and photographed carefully to make it seem as if the creature were moving through a real city.

The Future of Special Effects

Many filmmakers use special cameras and other equipment to create movies that people watch in 3-D. Monsters and spaceships seem to leap from the screen, making audiences feel as if they are in the middle of the action. As technology advances, there is no telling what future films will look like. But they are sure to continue thrilling moviegoers.

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

- Why did the author use headings in the passage?
 - to make the passage look like an article
 - to allow readers to choose a title
 - to help readers see each section's purpose
 - to help students who are writing reports
- In "The Beginning of Movies," the author's *main* purpose is to _____.
 - inform readers about Georges Méliès
 - introduce the topic of special effects
 - describe special effects from computers
 - convince readers to watch old films
- How does the author end the passage?
 - by describing early movies
 - by looking into the future
 - by summarizing special effects
 - by defining 3-D
- The author probably mentions the names of some movies to _____.
 - show how many movies he has seen
 - give examples of movies that use special effects
 - recommend movies to readers
 - prove that the best movies were made long ago

STRATEGY PRACTICE Describe some special effects that you have seen in a movie or on a TV show.

READ THE LETTER Use information in Shawna's letter to help you make predictions.

Dear Dad,

After three days of basketball camp, I am still surviving and I still like basketball. In fact, this has been a really fun week so far!

On Monday, I was placed in a group with eight other kids. We chose our own team name, the "Sharks." We also met our coach, Robin. She used to play basketball for the Women's National Basketball Association! She told us we would be the best team at camp if we practiced hard.

Yesterday we worked on drills. It was boring, and my teammates thought so, too. Coach Robin gave us a talk about how important basics such as dribbling and passing are, but she let us play a pickup game at the end of practice.

Today we're working on our free throws. You can probably guess that I'm super nervous about this. I don't know why I have trouble with free throws, but maybe Coach Robin will show me what I'm doing wrong.

I have to go now. My teammates Ana and Monette are here. I'll see you on Saturday!

Love,
Shawna

(P.S. Thanks for giving me those stamps before you left!)

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

- What is Shawna most likely going to do after she finishes writing the letter?
 Ⓐ write another letter
 Ⓑ go shopping with Ana and Monette
 Ⓒ practice shooting free throws
 Ⓓ tell Coach Robin about her dad
- What do you predict Shawna will do with the stamps her father gave her?
 Ⓐ give them to Coach Robin
 Ⓑ trade them for snacks
 Ⓒ give them to Ana and Monette
 Ⓓ use them to send letters to her dad
- What do you think will happen if Shawna keeps practicing all week?
 Ⓐ She will no longer have time for her friends.
 Ⓑ She will disappoint her teammates.
 Ⓒ The Sharks will get a new coach.
 Ⓓ The Sharks will be the camp's best team.
- Which skill will Shawna most likely want to show her father when she gets home?
 Ⓐ shooting free throws
 Ⓑ dribbling a ball
 Ⓒ writing letters
 Ⓓ passing a ball

STRATEGY PRACTICE What question would you ask Shawna about her basketball camp experience?

READ THE PASSAGE Make predictions as you read this passage about blood donation.

The Gift of Life

Seeing blood in a horror movie might make you scream or cover your eyes, but real blood isn't scary at all. Blood keeps us alive. That's why blood donors are considered lifesavers.

Blood donors are people who give blood—usually about a pint at a time—to blood banks or blood donation centers. The blood is then available for people who have lost blood in accidents, need surgery, or have a serious illness that requires their blood to be replaced. Hospitals and blood banks store the blood and try to keep enough on hand for major emergencies, such as tornadoes and earthquakes, in which many people are injured.

Donating blood is easy. Medical workers ask donors several questions about their health, as well as test their blood, to make sure the blood is safe to use. Then the donors relax, often reading a magazine or talking as their blood is drawn. Afterward, the donors may receive some juice or water and maybe fruit or cookies to give them energy before leaving the donation center. The whole process is simple and quick, not scary. Most people are able to donate blood again in about two months if they wish.

To give blood, a person must be at least 17 years old and must meet certain other requirements. Students of all ages, though, can learn more about the donation process by visiting a local blood donation center. Donating blood is one of the easiest ways to save lives and help a community.

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

1. What would a blood donor most likely do right after leaving the donation center?
Ⓐ continue with the day as usual
Ⓑ go home and rest for several hours
Ⓒ drive to the hospital to receive blood
Ⓓ go somewhere else to donate more blood
2. What would most likely happen to a fifth grader who tries to donate blood?
Ⓐ He or she would receive extra cookies.
Ⓑ He or she would not be allowed to donate.
Ⓒ He or she would only be allowed to donate half a pint.
Ⓓ He or she would have to rest beforehand.
3. What is a hospital likely to do immediately after a disaster?
Ⓐ encourage children to donate blood
Ⓑ ask more people to donate blood
Ⓒ give blood only to people having surgery
Ⓓ request blood from anyone who was injured
4. What might happen if medical workers did *not* test a donor's blood beforehand?
Ⓐ The donor might not want to give blood.
Ⓑ The donor might give too much blood.
Ⓒ The donor's blood could contain germs that the donor does not know about.
Ⓓ The donor's blood could make workers sick.

STRATEGY PRACTICE Describe another way that people can help their communities besides donating blood.

READ THE PASSAGE

Think about the author's purpose and make predictions as you read.

The World's Biggest Birthday Cake

You may have seen a big cake at a party, but you've probably never seen anything like the world's biggest birthday cake. This seven-layer cake was made from 30,000 sheet cakes and 40,000 pounds of frosting. The entire cake was 102 feet long and weighed an incredible 300,000 pounds—more than 35 full-grown African elephants!

The creation was designed for the 100th birthday of the city of Las Vegas in 2005. For this special anniversary, the city asked for help from bakeries and volunteers. The cake had to be shipped in pieces before volunteers put it together and frosted it.

Once the cake was completed, the birthday party began. Officials from the Guinness Book of World Records declared that the enormous cake outweighed the previous record holder by 128,360 pounds. After the cake was judged, city leaders and the crowd admired the massive creation for a short time before digging in with forks and knives. They took huge pieces of the cake away on plates and trays.

The cake fed a warehouse full of volunteers and party guests. People ate as much as they could and gave away as much as possible. But even then, the cake was still mostly intact. Later, workers had to take apart the cake just so they could move it. In the end, this gigantic treat was more like a piece of art than a dessert.

SKILL PRACTICE

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

- What do you predict happened to the cake after the party?
 Ⓐ All of it was eaten by people at the party.
 Ⓑ It was presented to the town mayor.
 Ⓒ It was divided among volunteers.
 Ⓓ Most of it was thrown away.
- How do you think the residents of Las Vegas will celebrate the city's next birthday?
 Ⓐ with a much bigger cake
 Ⓑ with a small party, if any
 Ⓒ by trying to break another world record
 Ⓓ by trying to bake a huge cake in one piece
- What is the purpose of the first paragraph?
 Ⓐ to compare cakes to elephants
 Ⓑ to show how large the cake was
 Ⓒ to convince people to eat more cake
 Ⓓ to teach people how to make a giant cake
- What is the purpose of the last paragraph?
 Ⓐ to show that making the cake was a mistake
 Ⓑ to explain why people in Las Vegas hate cake
 Ⓒ to describe how much cake there was to eat
 Ⓓ to highlight the importance of volunteers at the party

STRATEGY PRACTICE

Write two questions that you would ask about the world's biggest birthday cake.

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 and *Determine Important Information* strategy (Week 5) with students. Say: **Different types of nonfiction text call for specific ways to read them.** Point out the index and recipe on the student page. Ask: **What does an index tell you?** (where certain topics are located in a book) **What does a recipe tell you?** (how to make food) **As you read each type of text, think about why it was written. This will help you know which nonfiction text features are most important to pay attention to if you want to better understand what you are reading.** 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

Activate prior knowledge by asking students to recall any applications they may have filled out (e.g., library card, sports team signup). Ask: **What features do applications usually have?** (lines to write your name and address, questions you answer by checking boxes, important rules about whatever you are applying for, etc.) Remind students of the *Organization* strategy (Week 4). Say: **As you read this application, think about how the information is organized. This will help you scan the application more quickly to find what you are looking for.** Then have students read the passage and complete the skill and strategy practice activities. Review the answers together.

DAY 3

Review the definition of *visual information* with students. Then say: **Knowing how to read visual information is especially helpful when studying subjects like history or science.** Inform students that they will study a diagram that shows different cells in the blood. Then remind students of the *Determine Important Information* strategy. Say: **Because diagrams give a lot of information about a topic, it is a good idea to set a purpose for reading to help you make sense of the information you read. This also helps you focus your reading. For example, as you look at the illustration and read the captions, look for the jobs that each type of blood cell does.** When students have finished studying the diagram, have them complete the skill and strategy practice activities.

DAY 4

Tell students that they will practice using visual information as they study a diagram about President Barack Obama's special armored car. Remind students of the *Organization* strategy. Say: **Diagrams such as this are often used to identify special features of a complex object. As you read, think about how the illustration and the callouts work together.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Inform students that they will practice reading text features and visual information as they study a diagram that shows the difference between a food chain and a food web. Then remind students of the *Determine Important Information* strategy. Say: **The author of this text wants to make clear the difference between two terms.** Point out the labels "Food Chain" and "Food Web" on the diagram. Say: **The author is using these labels to classify different pieces of information. I can tell from the diagram that a food chain is simpler than a food web and that a food chain can exist within a food web.** Clarify that the arrows in the diagram indicate the direction from the food source to the animal that eats it. Ask: **What does a zebra eat?** (grass) **What eats a zebra?** (hyenas and cheetahs) Have students read the introduction and study the diagram before they complete the practice activities. Review the answers as a group.

READ THE INFORMATION

Notice the different features of the index and recipe.

INDEX (B–C)

Breads, 55–75 almond, 70 cherry, 64–65 cranberry, 59 date loaf, 73 gluten-free, 68 grain, 55–58 sourdough, 67 wheat, 74 zucchini, 71–72	Cheesecake, 27
Cakes, 25–54 apple, 52 cheesecake, 27 chocolate, 50 fudge center, 49 lemon, 29 marzipan, 48 pumpkin, 43–44 red velvet, 42 vanilla, 31–33	Cherry bread, 64–65
	Cherry pie, 98
	Chocolate cake, 50
	Cookies, 76–92 bran, 90 chocolate chip, 76 drop, 80 Easter, 88–89 flour-free, 91 gingerbread, 82 peanut butter, 85 rice, 84 rosette, 92 snickerdoodle, 83
	Custard, 15–24

Zucchini Bread

This dense bread has the flavors of cinnamon and spice. You won't even taste the zucchini!

Ingredients

- 2 cups all-purpose flour
- 1 cup wheat flour
- 1 teaspoon salt
- 1 teaspoon baking soda
- 1 teaspoon baking powder
- 3 teaspoons ground cinnamon
- 3 eggs
- 1 cup pureed pumpkin
- 1 cup white sugar
- 1 cup brown sugar
- 3 teaspoons vanilla extract
- 3 cups grated zucchini

Directions

1. Grease and flour two 8" x 4" loaf pans. Preheat oven to 325°F.
2. Sift flour, salt, baking soda, baking powder, and cinnamon into a bowl.

SKILL PRACTICE

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

1. On which page of the book would the reader find this recipe for zucchini bread?
 - (A) page 91
 - (B) page 71
 - (C) page 27
 - (D) page 55
2. How much zucchini does the recipe call for?
 - (A) 1 teaspoon
 - (B) 3 tablespoons
 - (C) 1 cup
 - (D) 3 cups
3. What will readers find when they turn to page 64?
 - (A) a recipe for cherry bread
 - (B) an explanation of zucchini bread
 - (C) a recipe for cherry pie
 - (D) a story about making bread
4. Which of these do you do first to make zucchini bread?
 - (A) sift the flour
 - (B) beat the eggs
 - (C) preheat the oven
 - (D) combine the flour with the zucchini

STRATEGY PRACTICE

Name two other topics that might be listed in the index.

READ THE APPLICATION

Think about the special features and details given on the application.

Marsh County Fourth of July Kids & Pets Parade APPLICATION FORM

Name: Rebecca Lee Age: 11 Phone number: (312) 555-3271Participating pet's name: Snuggles Type of pet: PuppyOther materials used: bicycle, bicycle helmet, sparklers, red wagon

Description of parade activity: Rebecca will ride her bicycle along the parade route while wearing a helmet and other safety gear. A red wagon will be attached to the bicycle. Snuggles will ride in the wagon and do tricks for the crowd. Rebecca will safely attach sparklers to her bicycle to fit the Fourth of July theme.

Are you entering the costume contest? Yes No Name of costume: "Dorothy and Toto on the Fourth of July"

IN CASE OF EMERGENCY

Adult contact name: Maddie Lee Relation to participant: GrandmotherAdult contact phone: (312) 555-3271Will the contact person be attending the parade? Yes No

SKILL PRACTICE

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

- The completed form above is an application for _____.
 (A) a Halloween costume contest
 (B) a Fourth of July parade
 (C) a bicycle safety demonstration
 (D) a dog show
- Who is participating in the event, according to the application?
 (A) Rebecca Lee and Snuggles the kitten
 (B) Snuggles the puppy and Maddie Lee
 (C) Rebecca Lee and her grandmother, Maddie
 (D) Rebecca Lee and her puppy, Snuggles
- What will Snuggles do during the parade?
 (A) perform tricks for the crowd
 (B) sit with Rebecca's grandmother
 (C) watch from a special seat in front of the bicycle
 (D) wear a helmet and other safety gear
- Who should be contacted if Rebecca has an emergency?
 (A) her mother
 (B) her father
 (C) her grandmother
 (D) her grandfather

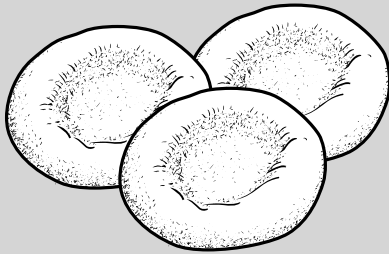
STRATEGY PRACTICE

Why do you think the emergency contact information is in a separate box from the rest of the application?

READ THE INFORMATION Look carefully at the illustrations of blood cells, and read the captions.

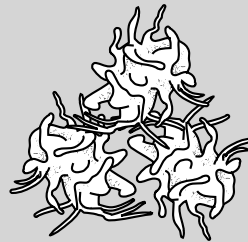
Cells in the Blood

Blood is made of cells floating in a liquid called *plasma*. This liquid brings nutrients to cells and carries away waste. Blood contains three types of cells or cell parts: red blood cells, white blood cells, and platelets.



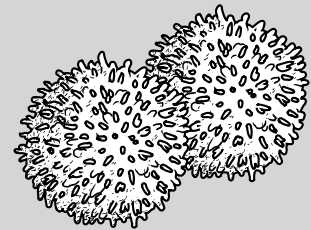
Red blood cells

- Give blood its color
- Make up 99% of all blood cells
- Deliver oxygen to the body



Platelets

- Contain pieces of larger blood cells
- Collect at the site of a cut or scrape to help blood form a scab



White blood cells

- Fight infection in the body
- Normally are outnumbered by red blood cells

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

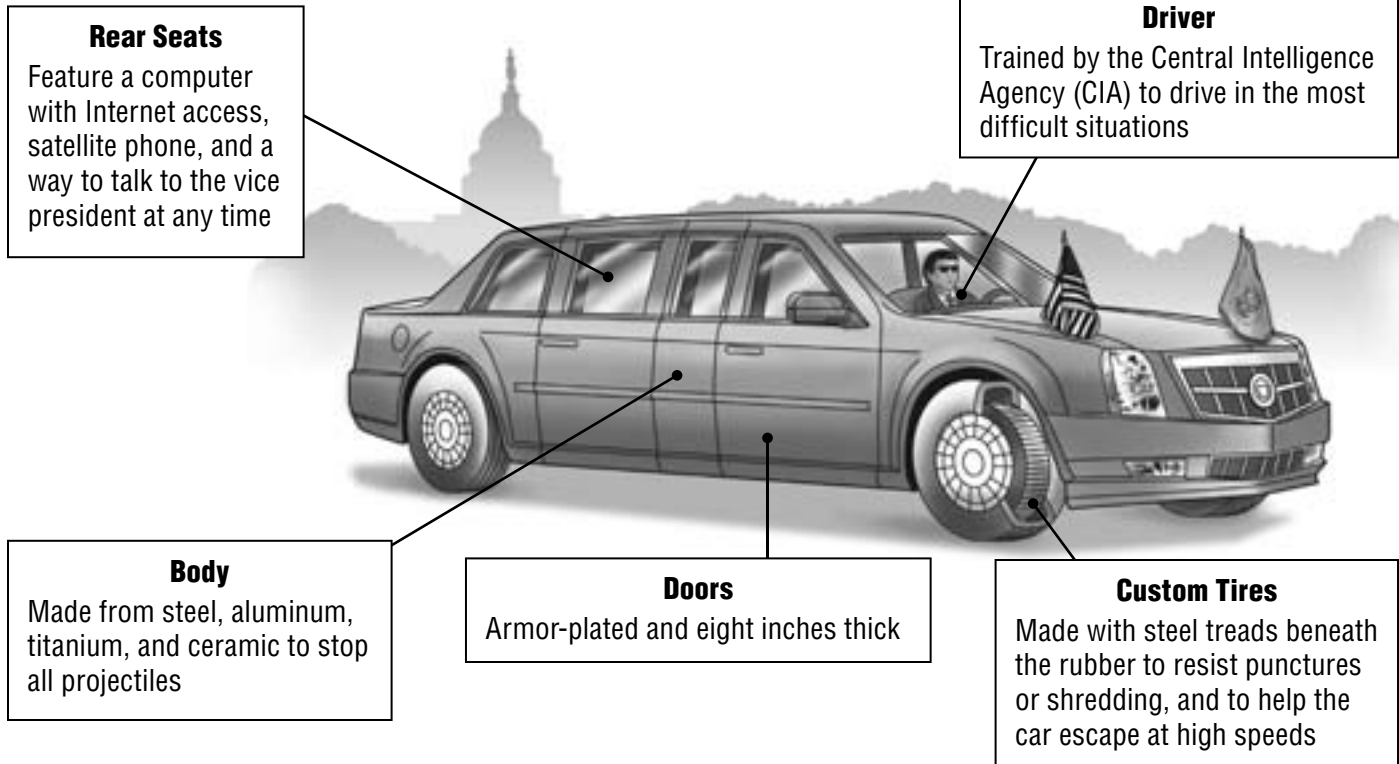
- What do the illustrations show?
 - the actual size of blood cells
 - all the parts of blood
 - the shapes of different blood cells
 - the number of blood cells in blood
- Which part of the blood fights infection?
 - plasma
 - red blood cells
 - white blood cells
 - platelets
- Which part of the blood is *not* illustrated in the diagram?
 - platelets
 - plasma
 - red blood cells
 - white blood cells
- Which part of the blood is made up of pieces of other blood cells?
 - plasma
 - red blood cells
 - white blood cells
 - platelets

STRATEGY PRACTICE How would this information help someone who is learning about the role that blood plays in keeping the body working and healthy?

READ THE INFORMATION Study this image of the president's car.

The Toughest Car in the World

Each president of the United States is given a special car that is built to meet every need, from protection to communication. Here are a few features of President Barack Obama's car.

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

- What special features are found in the tires of the president's car?
 - projectiles
 - strong, eight-inch-thick walls
 - titanium plates
 - puncture-resistant material
- Which of these is *not* included in the rear seats of the president's car?
 - a way to talk to the vice president
 - a computer with Internet access
 - a satellite phone
 - a flag
- The body of the car is designed to _____.
 - help the president do work
 - stop projectiles
 - resist punctures
 - avoid dangerous situations
- Who trains the driver of the president's car?
 - the Secret Service
 - the vice president
 - the CIA
 - the FBI

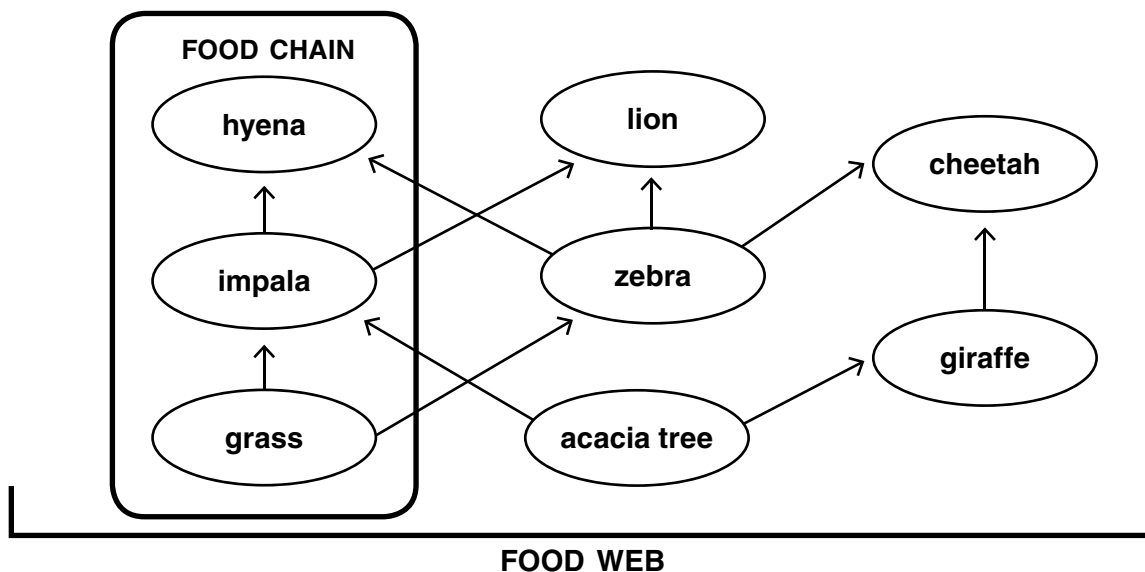
STRATEGY PRACTICE Tell a partner how the diagram helped you understand the different features of the president's car.

READ THE DIAGRAM

Read the introduction and study the diagram of a food web.

Food Chain or Food Web?

Do you know the difference between a *food chain* and a *food web*? Food chains show how a living thing such as a plant or an animal gets its energy. A food web is made up of multiple food chains and includes many more plants and animals than a food chain includes. This diagram shows a food chain within a food web of the African savanna.

**SKILL PRACTICE**

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

- Some words in the introduction are shown in italics to tell you _____.
 - that they are important terms to know
 - the title of the chapter
 - their definitions
 - how to pronounce them
- According to the diagram, which animal eats zebras and giraffes?
 - a hyena
 - a lion
 - an impala
 - a cheetah
- Which of these is *not* included in the example of a food chain?
 - a hyena
 - a zebra
 - an impala
 - grass
- According to the food web, which of these animals eats only one thing?
 - a giraffe
 - a hyena
 - a lion
 - an impala

STRATEGY PRACTICE

How might the diagram help someone who was planning a visit to Africa and wanted to see the animals named in the food web?

Answer Key

WEEK 1

DAY 1

Answers should include *Charles' palms were sweaty, his face was red, and Charles stammered.*

1. A 2. A 3. B 4. B

DAY 2

Sample response: I read the headings beforehand to find out what each section would be about.

1. B 2. B 3. C 4. B

DAY 3

Sample response: I'd like to know more about Sadie's favorite project. I wonder if the characters she animated were imaginary or realistic animals.

1. D 2. B 3. B 4. C

DAY 4

Sample response: I might read about the International Pancake Race in Kansas, and I might find a recipe for buttermilk pancakes.

1. A 2. B 3. B 4. D

DAY 5

Sample response: Jamie feels frustrated having to work at her mom's restaurant instead of having fun at the festival.

1. D 2. C 3. C 4. D

WEEK 2

DAY 1

Answers will vary but should show a connection to rare or special plants.

1. C 2. A 3. C 4. D

DAY 2

Answers will vary but should connect to the topic of card tricks or to situations in which children want their busy parents' attention.

1. D 2. C 3. A 4. A

DAY 3

Sample response: I once saw an ice skater practice jumps and turns. Thinking about this, I understood what the Rockettes go through when they practice.

1. C 2. B 3. C 4. C

DAY 4

Sample response: Being able to use training in a new way helps people succeed.

1. C 2. B 3. B 4. D

DAY 5

Student responses will vary but should give an example of working toward a goal.

1. D 2. B 3. B 4. D

WEEK 3

DAY 1

Drawings may show purple flowers on cakes or ice cream, pansies in salad, yellow flower petals in rice, or other uses of edible flowers as described.

1. B 2. A 3. C 4. A

DAY 2

Sample response: Bog snorkelling was easiest for me to visualize because of the silly costumes mentioned.

1. C 2. B 3. D 4. A

DAY 3

Answers will show two of these cockroach traits: ability to flatten itself, move fast, live without food or water, or live without a head

1. B 2. C 3. D 4. D

DAY 4

Sample response: I pictured the animal shelter as noisy, with lots of cages.

1. B 2. C 3. C 4. A

DAY 5

Descriptions will vary but should feature one of the story characters.

1. D 2. B 3. C 4. B

WEEK 4

DAY 1

All kinds of salt are used to season foods. They differ in color, flavor, and shape.

1. D 2. A 3. D 4. C

DAY 2

Answers will include two: Swimmers must hold their breath for a long time, tread water, learn challenging moves, lift each other out of the water, and stay in sync.

1. C 2. D 3. C 4. A

DAY 3

Students should underline *because, as a result, and had a good reason.* **Sample response:** Eating dandelions saved people's lives.

1. A 2. B 3. B 4. A

DAY 4

Students should underline *in the late 1860s, while he was there, Later, and In 1871.* Adams made chewing gum with the leftover chicle.

1. B 2. C 3. A 4. D

DAY 5

The message is that helmets help protect heads from harm. The author shows it in the third paragraph.

1. A 2. C 3. D 4. D

WEEK 5

DAY 1

Flores calls caterers, arranges for flowers and dress fittings, and plans other people's weddings.

1. D 2. C 3. C 4. B

DAY 2

Sample response: The chart shows you what kind of words you need to learn.

1. D 2. A 3. B 4. C

DAY 3

You would find the book in the nonfiction section, with science or weather books.

1. C 2. A 3. B 4. A

DAY 4

There are guides to help you find your way through the maze if you get lost.

1. C 2. B 3. C 4. B

DAY 5

Sample response: "Dance Through the Centuries" because it probably tells how dance has changed throughout history. The word *centuries* suggests it covers hundreds of years.

1. A 2. A 3. C 4. C

WEEK 6

DAY 1

Sample question: What do Wagyu cattle look like?

1. C 2. D 3. B 4. B

DAY 2

Sample question: How did Erving change the way people played basketball?

1. B 2. B 3. D 4. C

DAY 3

Sample question: How does Sonya Thomas stay in shape?

1. C 2. D 3. C 4. C

DAY 4

Sample question: What is shale oil?

1. D 2. A 3. D 4. B

DAY 5

Sample question: Why did David's fishing line break?

1. B 2. A 3. A 4. B

WEEK 7

DAY 1

1. B 2. A 3. A 4. D

Sample response: Melissa does not make decisions easily.

DAY 2

1. B 2. A 3. C 4. D

Endal covered Parton with a blanket, brought him a phone, and got help.

Sample description: I visualized a dog with a phone in its mouth.

DAY 3

1. D 2. B 3. A 4. C

Students should underline *run shouting into the freezing waters of the Atlantic Ocean, daily dip in cold water, and health benefits.*

DAY 4

1. B 2. C 3. A 4. D

Sample response: Victoria Harbor: I picture boats bobbing in the water, a cityscape with tall buildings in the background, and beams of filtered light moving across the dark sky, aimed at buildings.

DAY 5

1. D 2. B 3. C 4. C

Nina realizes that their father made up the story to keep Alex busy.

WEEK 8**DAY 1**

1. D 2. B 3. C 4. C

Blend torn paper and water, add other bits if you want to, put the mixture on a screen, and squeeze the water out.

DAY 2

1. B 2. C 3. B 4. A

Sample question: Is the monument hollow inside?

DAY 3

1. D 2. C 3. A 4. C

Timeline: Phone booth installed: about 1960. Booth becomes an attraction: 1990. Booth removed: 2000.

DAY 4

1. B 2. D 3. A 4. C

Sample question: Can people eat ghost chili peppers?

DAY 5

1. A 2. A 3. C 4. D

Sample response: Deisha thought the stone brought good luck, but she played well because of her skill.

WEEK 9**DAY 1**

1. B 2. B 3. D 4. D

Answers will vary but should describe how group members work together.

DAY 2

1. C 2. A 3. D 4. B

Materials included a lawn chair and 45 balloons.

DAY 3

1. C 2. A 3. B 4. D

Sample response: The crust is a layer on Earth's surface. It is made up of different kinds of rock.

DAY 4

1. B 2. A 3. D 4. A

Students should circle *gold, diamond, ruby, rare materials, and delicate craftsmanship*.

DAY 5

1. A 2. B 3. B 4. A

Answers will vary but should mention tasks that a clever monkey could do.

WEEK 10**DAY 1**

1. D 2. B 3. C 4. B

Sample response: The details show why Jess and Ted are impressed by the large new gym.

DAY 2

1. A 2. C 3. C 4. C

Answers will vary but should include a description of Marie Marvingt.

DAY 3

1. A 2. B 3. C 4. A

Paragraph 2 tells what scientists think about the tree. Paragraph 3 tells what environmentalists think about it.

DAY 4

1. B 2. C 3. A 4. C

Students should underline *wet clay, kiln, bowl, shelf, and worktable*.

DAY 5

1. B 2. D 3. C 4. C

Paragraph 1 tells what the Old Man is. Paragraph 2 tells why it's special. Paragraph 3 explains a mystery about it. Paragraph 4 gives the message about nature being mysterious.

WEEK 11**DAY 1**

1. D 2. A 3. B 4. B

Questions will vary.

DAY 2

1. B 2. A 3. C 4. A

Responses will vary.

DAY 3

1. B 2. A 3. C 4. B

Sample questions: How did you get onto the island? What landmasses can you see from the island?

DAY 4

1. B 2. D 3. C 4. C

Sample answer: Sherman is a ghost town in Wyoming. People don't live in Sherman or in Centralia, but there are signs that people once lived in both places.

DAY 5

1. C 2. A 3. B 4. C

Sample question: What was the sculpture made from?

WEEK 12**DAY 1**

1. D 2. C 3. C 4. B

Timeline: Born: 1883. Mother died: 1895. Left orphanage and became a singer: 1901. Opened first store: 1910.

DAY 2

1. B 2. D 3. A 4. A

Sample question: What animal charities do you give money to? Mary Fineday: We support a local dog shelter and a national guide dog organization.

DAY 3

1. D 2. B 3. B 4. B

The coastal areas marked with dashed lines had tropical storm warnings in 2005. The areas with gray had hurricane warnings.

DAY 4

1. B 2. B 3. C 4. A

In general, the higher the level of education, the more money people earn and the less likely they are to be out of a job.

DAY 5

1. D 2. D 3. B 4. A

Sample response: The ad could show photos of people having a good time.

WEEK 13**DAY 1**

1. D 2. C 3. A 4. B

Sample response: He had a relaxed, friendly attitude, and he trained hard.

DAY 2

1. A 2. C 3. B 4. B

Sample response: I pictured the alligator. It was long and thin, with a wispy tail.

DAY 3

1. D 2. B 3. A 4. D

Sample summary: In 1795, Daniel McGinnis discovered marks on a tree that made him think a treasure was buried there. He and his friends dug a hole and found stones and logs. Years later, he found a stone tablet that said a treasure was buried 40 feet below. In 1970, a video camera and divers were unable to see anything in the hole, which had filled up with water.

DAY 4

1. A 2. B 3. C 4. C

Sample response: The Sahara was more lush and green, and the temperature was cooler.

DAY 5

1. B 2. C 3. D 4. D

Sample summary: First, Lucy made dough and cut it into strips for noodles. Then Darnell and Lucy made sauce with onions, garlic, canned tomatoes, and seasonings. Finally, Lucy boiled water and cooked the noodles.

WEEK 14**DAY 1**

1. A 2. D 3. C 4. B

Sample response: Cliff Young was 61 when he changed long-distance running with his unusual running technique.

DAY 2

1. A 2. C 3. C 4. B

Sample question: What is the answer to the secret code?

DAY 3

1. C 2. B 3. D 4. D

Sample sentences: The structure, which began with a few hubcaps...; Objects of all kinds were wired to the frame...; But in June of 2010, Vince finally gave up trying to...

DAY 4

1. B 2. D 3. D 4. C

Sample question: How was Knut different from other polar bears?

DAY 5

1. A 2. B 3. D 4. C

Sample response: Tom made fun of Lindsey's shoes.

WEEK 15**DAY 1**

1. C 2. A 3. D 4. B

Responses will vary.

DAY 2

1. C 2. A 3. A 4. D

Sample response: Ants raise aphids, ants have been on Earth for 100 million years, ants farm fungus.

DAY 3

1. C 2. A 3. A 4. D

Responses will vary.

DAY 4

1. C 2. D 3. C 4. B

After rereading the meaning of *Haudenosaunee*, I now know what it stands for.**DAY 5**

1. C 2. C 3. B 4. A

Sample response: I would rather carry the boxes, because I am strong.**WEEK 16****DAY 1**

1. D 2. B 3. A 4. C

Sample response: Jim Thorpe was born in 1888. He won two gold medals in 1912. Then he retired from sports in 1928.**DAY 2**

1. C 2. A 3. B 4. C

Drawings will vary.

DAY 3

1. D 2. C 3. A 4. D

Sample response: Both. The information is listed in order of events and it compares the history of Alcatraz with nature on the island.**DAY 4**

1. A 2. B 3. C 4. C

Sample words and phrases: *bright contrast to the red rock, deep-blue, flit and hop, slab of rock.***DAY 5**

1. A 2. B 3. B 4. A

The three parts show how Wall Street became what it is today. The first part tells how it started as a wall. The next part explains how it became a business center. The last part describes what Wall Street is like today.

WEEK 17**DAY 1**

1. C 2. A 3. B 4. D

Sample question: Which would you rather have, a Holga or a digital camera?**DAY 2**

1. D 2. C 3. A 4. B

Sample response: I like to sprinkle pepper on many different types of food, like mashed potatoes and corn.**DAY 3**

1. D 2. A 3. D 4. C

Sample questions: Why did the Russians use a stray dog for their experiment? Why couldn't they bring *Sputnik 2* back to Earth?**DAY 4**

1. B 2. C 3. C 4. A

Sample response: I don't really like snakes, but I would act in a scene with snakes if it was for a big blockbuster movie.**DAY 5**

1. B 2. C 3. C 4. A

Sample question: Who is your favorite musician?**WEEK 18****DAY 1**

1. D 2. B 3. D 4. A

Sample response: Forensic scientists don't visit the crime scene to search for evidence.**DAY 2**

1. A 2. B 3. D 4. B

Sample response: The book begins with a chapter about silent pictures and ends with a look into the future of filmmaking.**DAY 3**

1. C 2. B 3. D 4. A

Important details include lots of people visiting Old Faithful and the height of the geyser's eruption.

DAY 4

1. B 2. A 3. C 4. B

Sample response: The columns make it easier to compare the different temperatures by month. The rows make it easier to compare highs and lows throughout the year.**DAY 5**

1. D 2. B 3. B 4. C

Sample response: The Ming dynasty was under Emperor Yongle's rule for 22 years.**WEEK 19****DAY 1**

1. C 2. D 3. B 4. C

The details in the paragraph describe the many tasks that Wilkins does in one day.

DAY 2

1. B 2. C 3. C 4. B

Students should underline *picture symbols—animals, birds, plants, and people—and geometric shapes, such as triangles and diamonds.***DAY 3**

1. B 2. A 3. B 4. D

Arizona was part of Mexico from 1821 until the 1840s. The U.S. bought the rest of Arizona in 1853. Arizona became a U.S. territory in 1863 and a state in 1912.

DAY 4

1. C 2. B 3. C 4. A

Timeline: 1985: *Spycatcher* banned in Britain. 1987: Published in Australia. 1988: Allowed in England. 1991: Newspapers allowed to report on the book.**DAY 5**

1. B 2. C 3. C 4. B

Answers will vary.

WEEK 20**DAY 1**

1. C 2. B 3. D 4. B

Sample response: Melissa and Jane's dance teacher reminds them that they didn't do very well in last year's competition, so they start to work harder so they will do better this year.**DAY 2**

1. A 2. C 3. A 4. C

Sample question: Does Nigerian pop use modern instruments?
Answer: Yes, some modern Nigerian music uses electric guitars.**DAY 3**

1. D 2. C 3. C 4. B

Students should underline *they can even help humans live longer and Scientists have studied ways to use the chemical in vampire bat saliva to break up blood clots in people who have had a stroke or heart attack.***DAY 4**

1. C 2. C 3. B 4. D

Questions will vary.

DAY 5

1. C 2. D 3. C 4. A

Answers will vary.

WEEK 21**DAY 1**

1. B 2. A 3. B 4. C

Answers will vary but should show a connection to a crowded department store.

DAY 2

1. B 2. D 3. B 4. B

Ice Fishing: need rod, bait, hooks, lures, warm coat, hat, gloves; drill hole on thick ice; keep hole open**Regular Fishing:** need rod, bait, hooks, lures; stand or sit near the water**DAY 3**

1. A 2. D 3. D 4. B

Sample response: I would tell myself not to worry.**DAY 4**

1. C 2. D 3. B 4. B

Sample response: His career was affected by prejudice and racial issues.**DAY 5**

1. C 2. B 3. D 4. C

Answers will vary but may reference folk tales about fishermen or folk tales set in India.

WEEK 22**DAY 1**

1. C 2. B 3. B 4. A

Michael doesn't really want to go biking, but he appreciates the view at the end of the trail.

DAY 2

1. B 2. C 3. D 4. A

Sample response: I picture chariots going fast around the track, with horses' hoofs kicking up dust, and crowds of people cheering.**DAY 3**

1. C 2. A 3. B 4. D

Berg seems smart and talented at first. After the author tells the different theories, Berg doesn't seem so great.

DAY 4

1. C 2. A 3. C 4. A

Responses will vary.

DAY 5

1. C 2. D 3. B 4. B

Answers should identify the main idea of the passage and supporting details.

WEEK 23**DAY 1**

1. C 2. B 3. B 4. D

Sample questions: How long can you stay underwater? What invention are you working on now?

DAY 2

1. A 2. D 3. C 4. B

Responses will vary but should explain how the team sport compares with cricket.

DAY 3

1. A 2. B 3. C 4. A

Sample questions: How far can an electric car go before it needs recharging? Are solar cars possible?

DAY 4

1. B 2. A 3. C 4. A

Sample response: I would tell Misha to try to enjoy the ride and not to worry.

DAY 5

1. C 2. A 3. D 4. D

Sample question for Emily: What do you like about Yuki's painting?

WEEK 24**DAY 1**

1. D 2. B 3. A 4. A

Sample answer: Pluto is very far away from Earth. We know that it takes 248 years for Pluto to orbit the sun, and that it's mostly ice.

DAY 2

1. C 2. A 3. D 4. D

Sample question: What did it take for the team to safely put out the fire?

DAY 3

1. A 2. B 3. A 4. B

Sample answer: Energy from the earthquake causes a wave to rise and spread.

DAY 4

1. A 2. A 3. D 4. C

For each sport, I would add a bar that shows how many seventh graders said they liked that sport best.

DAY 5

1. D 2. A 3. A 4. C

Sample answer: Someone who wants to know about early radio and TV might find this book helpful.

WEEK 25**DAY 1**

1. B 2. C 3. B 4. D

Sample answer: Victor doesn't seem nervous on the platform. Julie is curious to know if anyone has ever fallen from the platform.

DAY 2

1. B 2. C 3. C 4. A

Sample answer: *use their faces and body language, wore a blank expression*

DAY 3

1. C 2. D 3. B 4. C

Students should underline *artists and engineers began blasting; planned the project; raised money for it; chose its location.*

DAY 4

1. D 2. D 3. A 4. A

Possible answer: 0 Uo, 1 Uo, 2 Uo, 3 Uo, and so on to 19 Uo

DAY 5

1. A 2. A 3. B 4. D

Timeline: arrive, greet dogs, breakfast, exercise, playtime, brush dogs, clean, shots, paperwork, go home

WEEK 26**DAY 1**

1. A 2. D 3. C 4. B

Students should underline sentences 2 and 3 in the last paragraph.

DAY 2

1. B 2. D 3. A 4. C

Sample question: Does Gretchen get to ride the horses? **Answer:** Yes, after she learns how to take care of them.

DAY 3

1. D 2. B 3. C 4. A

Sample response: tallow: made from animal fat (F), smells bad (O); beeswax: no odor (F), expensive (O); paraffin: common (F), inexpensive (O)

DAY 4

1. A 2. C 3. D 4. D

Sample question: How do bacteria keep ecosystems healthy?

DAY 5

1. C 2. A 3. D 4. C

1. Put butter in pan or butter the bread. 2. Put cheese between bread slices. 3. Heat pan. 4. Cook one side until bread is toasted. 5. Flip and cook other side.

WEEK 27**DAY 1**

1. B 2. C 3. C 4. B

Responses will vary.

DAY 2

1. B 2. C 3. D 4. A

Charts should list four types of archaeologists.

DAY 3

1. B 2. D 3. C 4. A

Possible response: A person may choose to run a marathon to get in shape, to experience competition, or to train with a goal.

DAY 4

1. B 2. A 3. C 4. B

Timeline: Born: 1451. Father died: 1454. Claimed the throne: 1474. Became queen of Castile: 1479. United Spain and gave Columbus money for his journey: 1492.

DAY 5

1. D 2. A 3. C 4. C

Sample response: I see lots of beetles, and I know how different they are. Now I know that's because there are 300,000 different kinds of beetles.

WEEK 28**DAY 1**

1. A 2. B 3. D 4. C

The transition sentences link the main ideas of the paragraphs.

DAY 2

1. B 2. A 3. D 4. C

Students should underline phrases such as *white wood garden fence, fat peppers, sagged under the weight.*

DAY 3

1. B 2. C 3. C 4. B

Paragraph 2 tells how people developed different varieties of corn. Paragraph 3 first mentions the varieties and goes on to discuss different uses of corn.

DAY 4

1. C 2. B 3. B 4. D

Answers will vary.

DAY 5

1. B 2. B 3. A 4. A

Having a new paragraph helps you keep track of who says what.

WEEK 29**DAY 1**

1. C 2. C 3. A 4. A

Questions will vary.

DAY 2

1. C 2. A 3. B 4. B

Answers will vary.

DAY 3

1. C 2. D 3. D 4. A

Sample question: What do you do for fun at camp?

DAY 4

1. A 2. B 3. B 4. C

Sample response: People can volunteer at a library, work at a food bank, or help clean up the city park.

DAY 5

1. C 2. D 3. B 4. C

Sample questions: What flavor was the cake? What shape did the cake have?

WEEK 30**DAY 1**

1. B 2. D 3. A 4. C

Sample response: apple pie, strawberry shortcake

DAY 2

1. B 2. D 3. A 4. C

To make it stand out so it's easy to see.

DAY 3

1. C 2. C 3. B 4. D

It shows what the different blood cells look like and tells what each type does.

DAY 4

1. D 2. D 3. B 4. C

Answers will vary.

DAY 5

1. A 2. D 3. B 4. A

Sample response: The diagram might show people which animals they could see in the same place.

Daily Practice Books

Perfect Supplements to Your Core Curriculum!

- Practice for every day of the school year
- Help students prepare for standardized testing
- Correlated to state standards

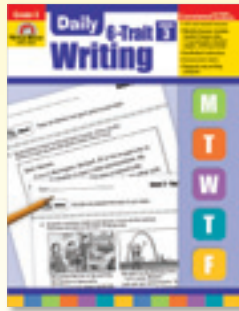
Research-Proven

Spaced practice contributes to retention of skills.



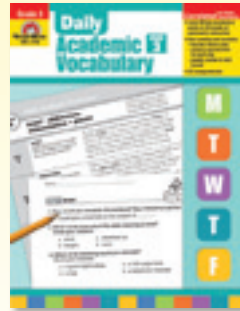
Daily Language Review
128 reproducible pages.

Grade 1	EMC 579-PRO
Grade 2	EMC 580-PRO
Grade 3	EMC 581-PRO
Grade 4	EMC 582-PRO
Grade 5	EMC 583-PRO
Grade 6	EMC 576-PRO
Grade 7	EMC 2797-PRO
Grade 8	EMC 2798-PRO



Daily 6-Trait Writing
160 reproducible pages.

Grade 1	EMC 6021-PRO
Grade 2	EMC 6022-PRO
Grade 3	EMC 6023-PRO
Grade 4	EMC 6024-PRO
Grade 5	EMC 6025-PRO
Grade 6+	EMC 6026-PRO



Daily Academic Vocabulary
160 reproducible pages *plus* 32 transparencies!

Grade 2	EMC 2758-PRO
Grade 3	EMC 2759-PRO
Grade 4	EMC 2760-PRO
Grade 5	EMC 2761-PRO
Grade 6	EMC 2762-PRO



Daily Paragraph Editing
176 reproducible pages.

Grade 2	EMC 2725-PRO
Grade 3	EMC 2726-PRO
Grade 4	EMC 2727-PRO
Grade 5	EMC 2728-PRO
Grade 6+	EMC 2729-PRO



Building Spelling Skills
160 reproducible pages.

Grade 1	EMC 2705-PRO
Grade 2	EMC 2706-PRO
Grade 3	EMC 2707-PRO
Grade 4	EMC 2708-PRO
Grade 5	EMC 2709-PRO
Grade 6+	EMC 2710-PRO



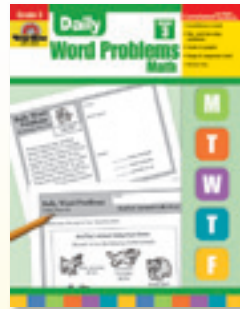
Daily Science
192 reproducible pages.

Grade 1	EMC 5011-PRO
Grade 2	EMC 5012-PRO
Grade 3	EMC 5013-PRO
Grade 4	EMC 5014-PRO
Grade 5	EMC 5015-PRO
Grade 6+	EMC 5016-PRO



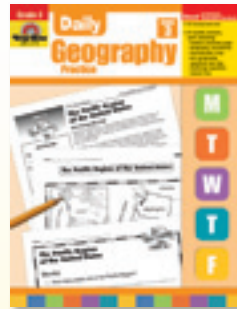
Daily Math Practice
128 reproducible pages.

Grade 1	EMC 750-PRO
Grade 2	EMC 751-PRO
Grade 3	EMC 752-PRO
Grade 4	EMC 753-PRO
Grade 5	EMC 754-PRO
Grade 6+	EMC 755-PRO



Daily Word Problems: Math
112 reproducible pages.

Grade 1	EMC 3001-PRO
Grade 2	EMC 3002-PRO
Grade 3	EMC 3003-PRO
Grade 4	EMC 3004-PRO
Grade 5	EMC 3005-PRO
Grade 6+	EMC 3006-PRO



Daily Geography Practice
160 reproducible pages *plus* 36 transparencies!

Grade 1	EMC 3710-PRO
Grade 2	EMC 3711-PRO
Grade 3	EMC 3712-PRO
Grade 4	EMC 3713-PRO
Grade 5	EMC 3714-PRO
Grade 6+	EMC 3715-PRO



Daily Handwriting Practice
112 reproducible pages.

Traditional Manuscript	
All Grades	EMC 790-PRO
Traditional Cursive	
All Grades	EMC 791-PRO
Modern Manuscript	
All Grades	EMC 792-PRO
Contemporary Cursive	
All Grades	EMC 793-PRO