

Unit  
**8**

GRADE 3

Teacher's Edition

NATIONAL GEOGRAPHIC  
**Reach**  
for **Reading**  
COMMON CORE PROGRAM







exploration

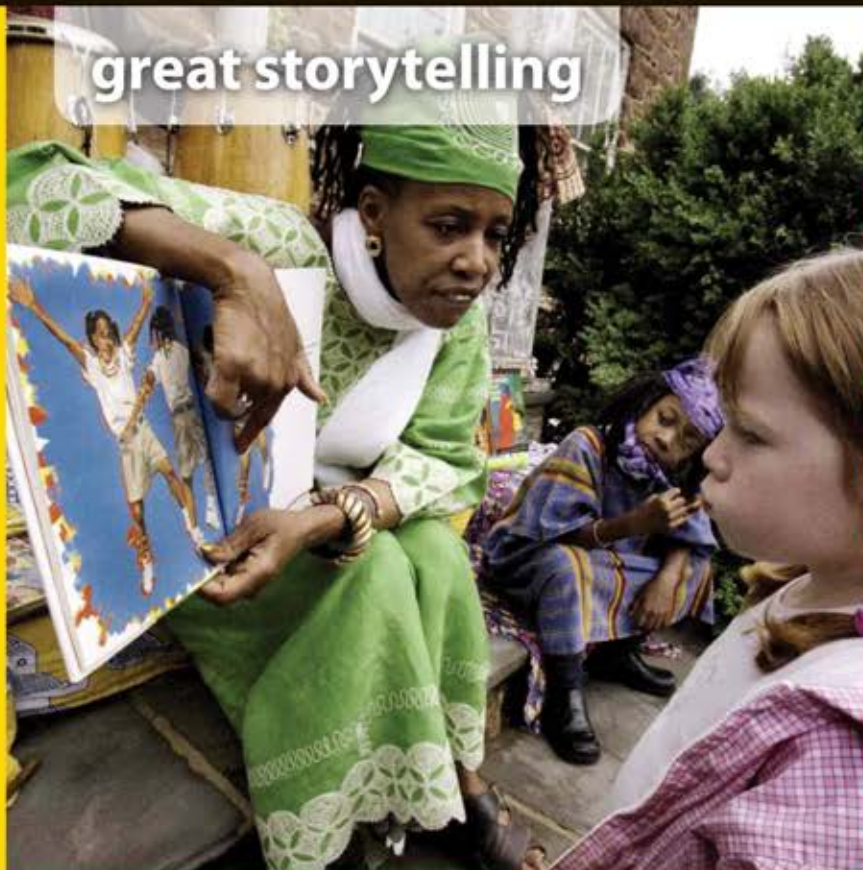


compelling  
visuals



education

# Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity



 NATIONAL GEOGRAPHIC  
**Reach**  
for **Reading**  
COMMON CORE PROGRAM



**Program Authors**

Nancy Frey  
Lada Kratky  
Nonie K. Lesaux  
Sylvia Linan-Thompson  
Deborah J. Short  
Jennifer D. Turner





## Meet the Artist

**Joel Sotelo** grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

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## Getting There

### ? BIG QUESTION

What tools can we use to achieve our goals?



### READING SKILLS

Goal and Outcome Choose Reading Strategies	<b>Week 1</b> ..... T481g <b>Running Shoes</b> ..... <span style="color: red;">Realistic Fiction</span> T491 by Frederick Lipp; illustrated by Jason Gaillard  Comprehension Coach <b>Writing Project: Literary Response</b> ..... T507a Magazine Maker
Describe Characters Choose Reading Strategies Distinguish Viewpoint	<b>Week 2</b> ..... T507g <b>Two Clever Plans</b> ..... <span style="color: red;">Myth and Folk Tale</span> T509 “Three Golden Apples,” retold by Colleen Pellier; illustrated by Raúl Colón “Turtle and His Four Cousins,” retold by Margaret Read MacDonald; illustrated by Raúl Colón <b>Rambé and Ambé Trick the Cat</b> ..... <span style="color: red;">Play</span> T519a retold by Alice McDonnell  Interactive Whiteboard <b>Writing Project: Folk Tale</b> ..... T519i Magazine Maker
Main Idea and Supporting Details Use Reading Strategies	<b>Week 3</b> ..... T519o <b>One Man’s Goal</b> ..... <span style="color: red;">Human Interest Feature</span> T527 by Catherine Clarke Fox  Comprehension Coach <b>Research Project: Reaching Goals</b> ..... T539a
Cause and Effect Use Reading Strategies	<b>Week 4</b> ..... T539e <b>Climbing Toward Her Goal</b> ..... <span style="color: red;">Profile</span> T541 by Guadalupe López <span style="border: 1px solid black; padding: 2px;">NATIONAL GEOGRAPHIC EXCLUSIVE</span> <b>Searching for <i>Titanic</i></b> ..... <span style="color: red;">Article</span> T547a by Marie Bertsch  Interactive Whiteboard <b>Writing Project: Story</b> ..... T548

### RESOURCES

Practice Masters PM8.1–PM8.40  
Small Group Reading SG1–SG68

Assessment Masters A8.1–A8.43  
Reteaching Masters RT8.1–RT8.15



# Classroom Management

## Whole Group Time

### TEACHER

- Introduce Anthology
- Conduct Reading Lessons
- Teach Daily Language Arts
  - Daily Spelling & Word Work
  - Daily Grammar
  - Daily Writing Skills
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

### STUDENTS

- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Develop Reading Skills
- Engage in Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

## Small Group Reading Time

### TEACHER

- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

### STUDENTS

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

## Learning Station Time

### TEACHER

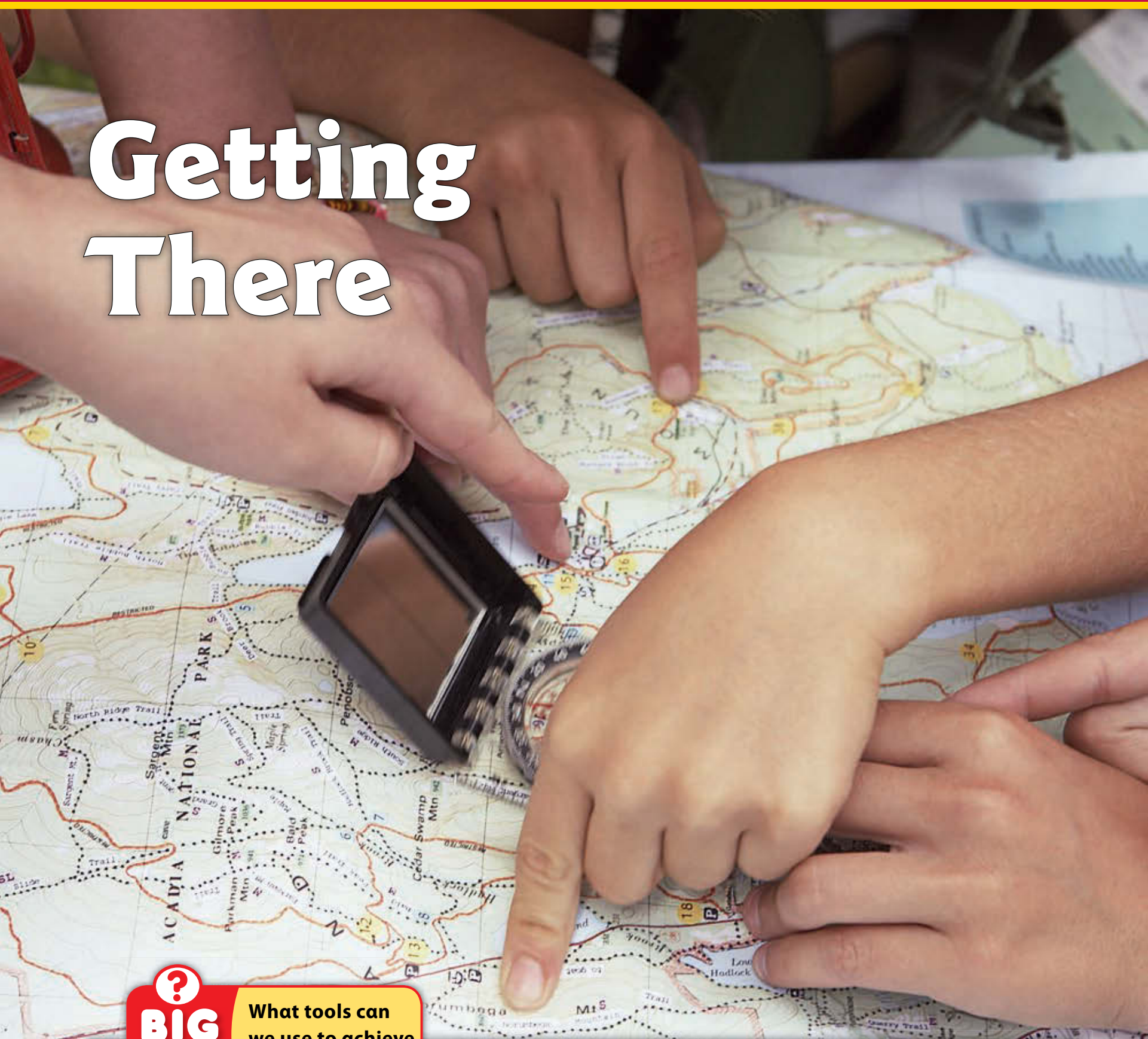
- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

### STUDENTS

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice



# Getting There



**BIG**  
Question

What tools can we use to achieve our goals?

## Social Studies

Week 1  
Numbers and Operations

Week 2  
Measurement

Week 3  
Tools and Navigation

Week 4  
Tools and Navigation



# Unit 8 Program Resources

## WHOLE GROUP TIME



### Student Technology

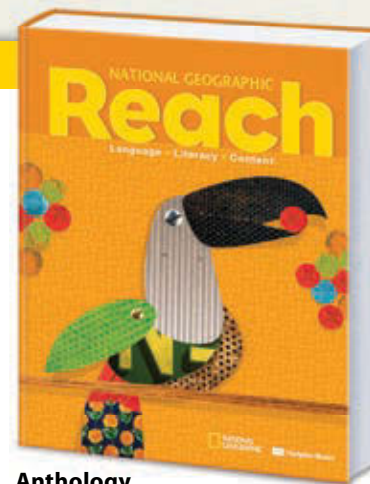
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology



Interactive Whiteboard



Mark-Up Models 8.1, 8.2

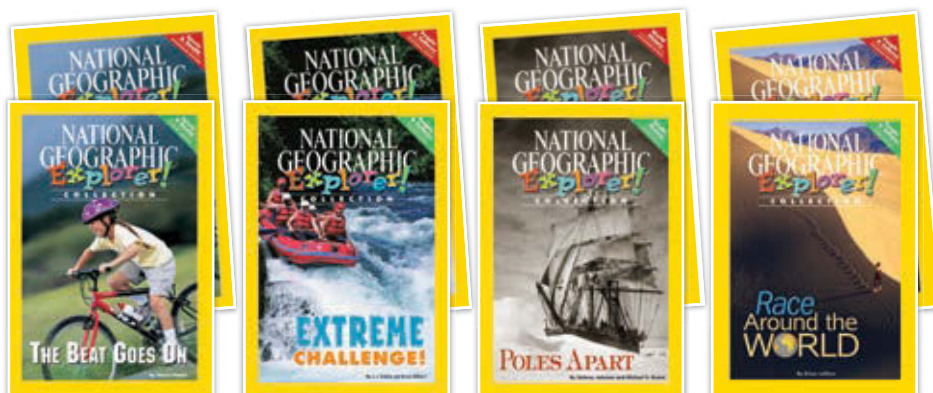
## SMALL GROUP READING TIME



Fiction Books



Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters  
SG8.1–SG8.32



## LEARNING STATION TIME



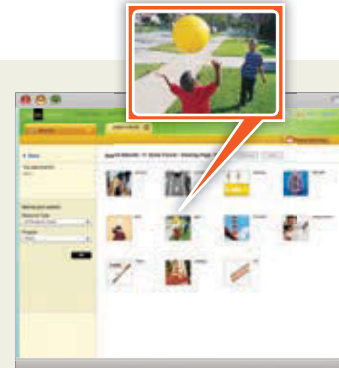
NGReach.com

### Student Technology

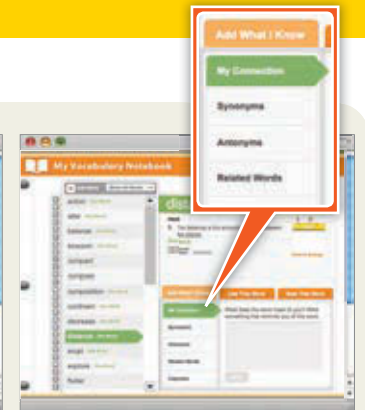
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



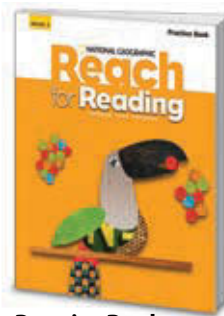
Comprehension Coach



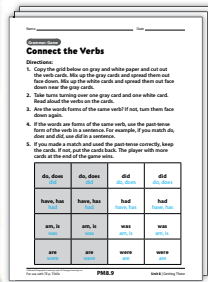
Digital Library



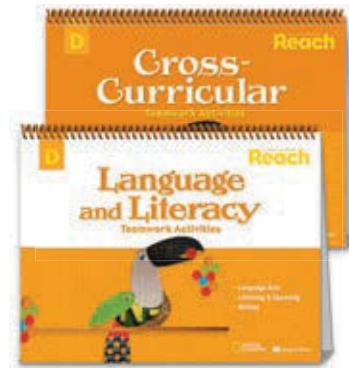
My Vocabulary Notebook



Practice Book  
PM8.1–PM8.40



Practice Masters  
PM8.1–PM8.40



Teamwork Activities

### ESL Kit



Reach into Phonics Kit

## PLANNING RESOURCES



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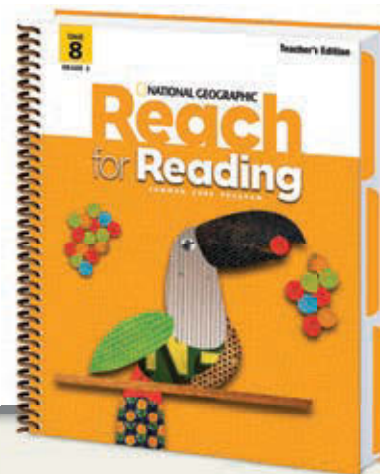
### Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 8.1–8.34
- Family Newsletter 8 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



### Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Small Group Reading
- Assessment and Reteaching Masters

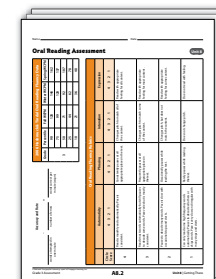
## ASSESSMENT & RETEACHING



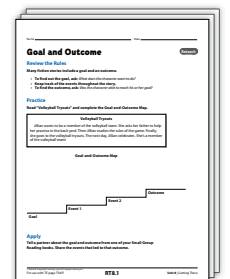
eAssessment™



ExamView®




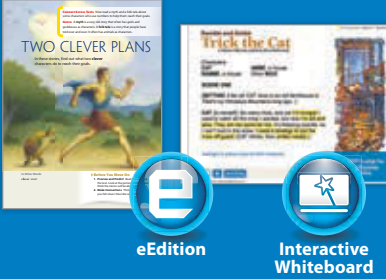
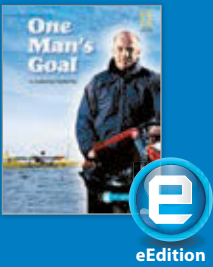
Assessment Masters  
A8.1–A8.43



Reteaching Masters  
RT8.1–RT8.15





















# Unit 8 Skills at a Glance

BL = BELOW LEVEL    OL = ON LEVEL  
BL = BELOW LEVEL    AL = ABOVE LEVEL    ✔ = TESTED SKILL

Introduce Unit 8	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
<b>Week 1</b> 	Ask For and Give Advice Express Ideas	✔ Daily Spelling and Word Work: Words with Prefixes: <i>un-</i> , <i>re-</i> and Commonly Misspelled Words ✔ Daily Grammar: Regular Past-Tense Verbs ✔ Math Vocabulary <b>distance</b> <b>feet</b> <b>kilometer</b> <b>measurement</b> <b>meter</b> <b>unit</b> ✔ Academic Vocabulary <b>achieve</b> <b>direction</b> <b>estimate</b> <b>goal</b> <b>strategy</b> <b>motive</b> <b>outcome</b>	Read and Comprehend Realistic Fiction ✔ Describe Goal and Outcome Text Structure ✔ Choose Reading Strategies ✔ Fluency: Practice Intonation Accuracy, and Rate Analyze Language
<b>Week 2</b> 	Tell a Story Relate Readings to the Big Question	✔ Daily Spelling and Word Work: Words with Suffixes: <i>-y</i> , <i>-ly</i> , <i>-less</i> , <i>-ful</i> and Commonly Misspelled Words ✔ Daily Grammar: Irregular Past-Tense Verbs and Regular Past-Tense Verbs ✔ Word Categories	Read and Comprehend a Myth/Folk Tale ✔ Analyze Character ✔ Choose Reading Strategies Read and Comprehend a Play ✔ Determine Characters' Viewpoints Compare Settings ✔ Fluency: Practice Expression Accuracy, and Rate
<b>Week 3</b> 	Express Intentions Express an Opinion	✔ Daily Spelling and Word Work: Syllable Types: <i>-le</i> , <i>-y</i> , <i>a-</i> and Commonly Misspelled Words ✔ Daily Grammar: Past-Tense Verbs and Subject-Verb Agreement ✔ Social Studies Vocabulary <b>continent</b> <b>destination</b> <b>globe</b> <b>journey</b> <b>location</b> ✔ Academic Vocabulary <b>challenge</b> <b>discover</b> <b>endurance</b> <b>explore</b> <b>prepare</b>	Read and Comprehend Human Interest Feature ✔ Determine Main Idea and Details ✔ Use Reading Strategies ✔ Fluency: Practice Phrasing Accuracy, and Rate Use Text Features
<b>Week 4</b> 	Report on a Topic Relate Readings to the Big Question	✔ Daily Spelling and Word Work: Multisyllabic Words and Commonly Misspelled Words ✔ Daily Grammar: Future-Tense Verbs ✔ Homographs	Read and Comprehend a Profile ✔ Relate Ideas: Cause and Effect ✔ Use Reading Strategies Read and Comprehend an Informational Article ✔ Identify Cause and Effect Compare Viewpoints ✔ Fluency: Practice Expression Accuracy, and Rate
Unit 8 Wrap-Up	ANSWER THE BIG QUESTION	UNIT PROJECTS	



## **BIG Question** What tools can we use to achieve our goals?

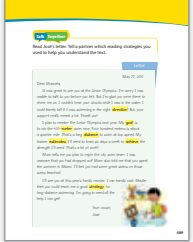
Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About a Goal and Outcome Write About Reading Strategies Write About a Character's Motives Writer's Craft Write About "Running Shoes"</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Support Opinions <input checked="" type="checkbox"/> Writing Project: Write a Literary Response</p>	<p> <i>The Beat Goes On</i></p> <p> <i>Spaghetti and Meatballs for All</i></p> <p> <i>The High-Wheeler Race</i></p> <p> <i>7 × 9=Trouble, Part 1</i></p> <p> <i>Me and Rolly Maloo, Part 1</i></p>	<p><b>Speaking and Listening</b> Interview a Partner; Talk About the Census</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Let's Play; Numbers in Art</p> <p><b>Cross-Curricular</b> Race Results; Number Game</p> <p><b>Reading and Intervention</b> Comprehension Coach; Money Goals; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Describe Goal and Outcome Text Structure</p> <p><input checked="" type="checkbox"/> Choose Reading Strategies</p> <p><input checked="" type="checkbox"/> Fluency: Practice Intonation Accuracy, and Rate</p> <p><input checked="" type="checkbox"/> Math and Academic Vocabulary</p> <p><input checked="" type="checkbox"/> Spelling: Words with Prefixes: un, re and Commonly Misspelled Words</p> <p><input checked="" type="checkbox"/> Grammar: Regular Past-Tense Verbs</p> <p><input checked="" type="checkbox"/> Writing: Support Opinions</p> <p><input checked="" type="checkbox"/> Writing Trait: Organization</p>
<p>Power Writing Write About Character Write and Support an Opinion Write to Reinforce Grammar Write About Viewpoint Write a New Version</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Introduce and Develop Characters <input checked="" type="checkbox"/> Writing Project: Write a Folk Tale</p>	<p> <i>Extreme Challenge!</i></p> <p> <i>The Dragon's Scales</i></p> <p> <i>Sir Cumference and the Dragon of Pi: A Math Adventure</i></p> <p> <i>7 × 9=Trouble, Part 2</i></p> <p> <i>Me and Rolly Maloo, Part 2</i></p>	<p><b>Speaking and Listening</b> Rhyming Relay; Perform a Folk Tale</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Setting It Up; Sensory Settings</p> <p><b>Cross-Curricular</b> Drying an Apple; Measuring Your Strength</p> <p><b>Reading and Intervention</b> Read About Greece; Additional Reading; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Analyze Character</p> <p><input checked="" type="checkbox"/> Choose Reading Strategies</p> <p><input checked="" type="checkbox"/> Determine Characters' Viewpoints</p> <p><input checked="" type="checkbox"/> Fluency: Practice Expression Accuracy, and Rate</p> <p><input checked="" type="checkbox"/> Word Categories</p> <p><input checked="" type="checkbox"/> Spelling: Words with Suffixes: y, ly, less, ful and Commonly Misspelled Words</p> <p><input checked="" type="checkbox"/> Grammar: Past-Tense Verbs</p> <p><input checked="" type="checkbox"/> Writing: Introduce and Develop Characters</p> <p><input checked="" type="checkbox"/> Writing Trait: Voice</p>
<p>Power Writing Write About Main Ideas and Details Write About Reading Strategies Write Using Text Features Write a Diary Entry Write About "One Man's Goal"</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Cite Sources <input checked="" type="checkbox"/> Research Project: Research Reaching Goals</p>	<p> <i>Poles Apart</i></p> <p> <i>Charles Lindbergh</i></p> <p> <i>Night Flight: Amelia Earhart Crosses the Atlantic</i></p> <p> <i>Flight: The Journey of Charles Lindbergh</i></p> <p> <i>It Can't Be Done Nellie Bly!: A Reporter's Race Around the World, Part 1</i></p>	<p><b>Speaking and Listening</b> My Goals; Plan an Amazing Journey</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Journal Journey; Homograph Goals</p> <p><b>Cross-Curricular</b> Find Yourself; Amazing Vehicles</p> <p><b>Reading and Intervention</b> Comprehension Coach; Stick Charts; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Determine Main Idea and Details</p> <p><input checked="" type="checkbox"/> Use Reading Strategies</p> <p><input checked="" type="checkbox"/> Fluency: Practice Phrasing Accuracy, and Rate</p> <p><input checked="" type="checkbox"/> Social Studies and Academic Vocabulary</p> <p><input checked="" type="checkbox"/> Spelling: -le, -y, a- and Commonly Misspelled Words</p> <p><input checked="" type="checkbox"/> Grammar: Past-Tense Verbs and Subject-Verb Agreement</p> <p><input checked="" type="checkbox"/> Writing: Cite Sources</p> <p><input checked="" type="checkbox"/> Writing: Research Reaching Goals</p>
<p>Power Writing Write About Causes and Effects Write a Cause-and-Effect Paragraph Write to Reinforce Grammar Write and Support an Opinion Write About Viewpoint</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Write a Conclusion <input checked="" type="checkbox"/> Writing Project: Write a Story</p>	<p> <i>Race Around the World</i></p> <p> <i>The Eiffel Tower</i></p> <p> <i>The Great Pyramid</i></p> <p> <i>The Golden Gate Bridge</i></p> <p> <i>It Can't Be Done Nellie Bly!: A Reporter's Race Around the World, Part 2</i></p>	<p><b>Speaking and Listening</b> Measuring Tools; Machu Picchu</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Write a Cartoon; Write About Archaeology</p> <p><b>Cross-Curricular</b> Inca-Inspired Art; Make a Topographical Map</p> <p><b>Reading and Intervention</b> Read About Peru; Additional Reading; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Identify Cause and Effect</p> <p><input checked="" type="checkbox"/> Use Reading Strategies</p> <p><input checked="" type="checkbox"/> Relate Ideas: Cause and Effect</p> <p><input checked="" type="checkbox"/> Compare Viewpoints</p> <p><input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate</p> <p><input checked="" type="checkbox"/> Homographs</p> <p><input checked="" type="checkbox"/> Spelling: Multisyllabic Words and Commonly Misspelled Words</p> <p><input checked="" type="checkbox"/> Grammar: Future-Tense Verbs</p> <p><input checked="" type="checkbox"/> Writing: Write a Conclusion</p> <p><input checked="" type="checkbox"/> Writing Trait: Ideas</p>



# Week 1 Planner

Online Lesson Planner  
NGReach.com



✓ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	
<b>Anthology</b>	<b>Speaking and Listening</b> 5–10 minutes	<b>Social Studies Background</b> CC.3.SL.2 Introduce the Big Question; Preview Unit Projects T482–T483 <b>Academic Talk</b> CC.3.SL.3 Ask for and Give Advice T484	<b>Academic Talk</b> CC.3.SL.1.d Express Ideas T486a
	<b>Language and Vocabulary</b> 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.Rfou.3.a; ✓ Pretest: Words with Prefixes: <i>un-</i> , <i>re-</i> and CC.3.Rfou.3.c; Commonly Misspelled Words T481m CC.3.L.2; CC.3.L.2.e <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a ✓ Past-Tense Verbs T481o <b>Math Vocabulary</b> CC.3.Rlit.4; CC.3.Rinf.4; CC.3.L.6 ✓ Learn Key Words T484 <b>distance feet kilometer</b> <b>measurement meter unit</b>	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3.a; CC.3.L.2; ✓ Practice T481m CC.3.L.2.d <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; ✓ Regular Past-Tense Verbs T481o CC.3.L.2 <b>Academic Vocabulary</b> CC.3.Rinf.4; CC.3.L.4; CC.3.L.6 ✓ Learn More Key Words T486a <b>achieve direction estimate</b> <b>goal motive strategy</b>
	<b>Reading</b> 20–40 minutes	<b>Reading</b> CC.3.Rlit.10 Read Aloud: Realistic Fiction T485a <b>Comprehension</b> CC.3.Rlit.10 ✓ Describe Goal and Outcome Text Structure T485a <b>Fluency</b> CC.3.Rfou.4 ✓ Model Intonation T485a	<b>Reading</b> CC.3.Rlit.10; CC.3.Rinf.4; Read a Letter T488 CC.3.Rfou.4 <b>Comprehension</b> CC.3.Rlit.10 ✓ Choose Reading Strategies T488  <b>Fluency</b> CC.3.Rfou.4 ✓ Practice Intonation T488
	<b>Writing</b> 15–45 minutes	<b>Power Writing</b> T484 CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.1; CC.3.W.1.b; CC.3.W.1.c ✓ Support Opinions T481q <b>Writing</b> CC.3.W.10 Write About a Goal and Outcome T486 <b>Writing Project: Literary Response</b> CC.3.W.1; CC.3.W.1.a; Study a Model T507a CC.3.W.1.d; CC.3.W.5; CC.3.W.10	<b>Power Writing</b> T486a CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.1; CC.3.W.1.b; CC.3.W.1.c ✓ Support Opinions T481q <b>Writing</b> CC.3.W.10 Write About Reading Strategies T488–T489 <b>Writing Project: Literary Response</b> CC.3.W.1; CC.3.W.1.a; Prewrite T507b CC.3.W.1.d; CC.3.W.5; CC.3.W.10

<b>SMALL GROUP READING TIME</b>		<b>Read Math Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	20 minutes	<b>Vocabulary</b> CC.3.L.6 ✓ Learn Math Vocabulary SG4 <b>Reading</b> CC.3.Rinf.3; CC.3.Rinf.10 Explain the Relationship Between Ideas in a Text SG4 Build Comprehension SG5 	<b>Vocabulary</b> CC.3.L.6 Learn Story Words SG6–SG7 <b>Reading</b> CC.3.Rlit.10 Introduce SG6–SG7 Read SG8–SG9 ✓ Goal and Outcome SG8–SG9 ✓ Choose Reading Strategy SG8–SG9 

## LEARNING STATION TIME/DAILY PHONICS INTERVENTION

20 minutes		<b>Speaking and Listening</b> T481i CC.3.SL.1; CC.3.SL.3 <b>Language and Vocabulary</b> T481i CC.3.L.6 <b>Writing</b> T481i CC.3.W.2; CC.3.W.2.a; CC.3.W.3 <b>Cross-Curricular</b> T481j CC.3.SL.1 <b>Reading and Intervention</b> T481j; SG68 CC.3.Rlit.10; CC.3.Rinf.10; CC.3.Rfou.3; CC.3.Rfou.4.b <b>Daily Phonics Intervention</b> T481k–T481l CC.3.Rfou.3; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f
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**Big Question** What tools can we use to achieve our goals?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.3.SL.1  
Preview and Predict T490

**Daily Spelling and Word Work** CC.3.Rfou.3; CC.3.Rfou.3.a; CC.3.Rfou.3.c; CC.3.L.2.e  
✓ Practice T481n

**Daily Grammar** CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e;  
✓ More Regular Past-Tense Verbs T481p CC.3.L.2

**Vocabulary Practice** CC.3.L.6  
✓ Expand Word Knowledge T490

**Reading** CC.3.Rlit.3; CC.3.Rlit.10  
Read a Story T491–T496


**Comprehension** CC.3.Rlit.4; CC.3.Rlit.10  
✓ Goal and Outcome T496  
✓ Reading Strategies T492–493, T496  
Analyze Language T494–495

**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
✓ Practice Intonation, Accuracy, and Rate T494–495

**Power Writing** T490 CC.3.W.10  
**Daily Writing Skills** CC.3.W.1; CC.3.W.1.b; CC.3.W.1.c  
✓ Support Opinions T481r

**Writing** CC.3.W.1.c; CC.3.W.10  
Write About a Character's Motives T497

**Writing Project: Literary Response** CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d; CC.3.W.5; CC.3.W.10  
Draft T507b



### Day 4

**Read and Comprehend**

**Academic Talk** CC.3.Rlit.2; CC.3.L.6  
Summarize Reading T498

**Daily Spelling and Word Work** CC.3.Rfou.3.a; CC.3.L.2; CC.3.L.2.e  
✓ Practice T481n

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.d;  
✓ Grammar and Writing T481p CC.3.L.1.e; CC.3.L.2

**Vocabulary Practice** CC.3.L.6  
✓ Share Word Knowledge T498

**Reading** CC.3.Rlit.3; CC.3.Rlit.10  
Read a Story T499–T505


**Comprehension** CC.3.Rlit.7; CC.3.Rlit.10  
✓ Goal and Outcome T501, T504, T505  
✓ Reading Strategies T499, T501, T502–503, T505  
Use Visuals T500

**Fluency** CC.3.Rfou.4.b  
✓ Practice Intonation, Accuracy, and Rate T499

**Power Writing** T498 CC.3.W.10  
**Daily Writing Skills** CC.3.W.1; CC.3.W.1.b; CC.3.W.1.c  
✓ Support Opinions T481r

**Writing** CC.3.W.3.b; CC.3.W.10  
Writer's Craft T505a

**Writing Project: Literary Response** CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d; CC.3.W.5; CC.3.W.10; CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; CC.3.L.2  
Revise, Edit, and Proofread T507c–T507d



### Day 5

**Review and Apply**

**Academic Talk** CC.3.Rlit.3; CC.3.SL.1  
Talk About “Running Shoes” T506

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; CC.3.L.2  
✓ Review T481p

**Vocabulary Review** CC.3.L.6  
✓ Apply Word Knowledge T505b

**Reading** CC.3.Rlit.2; CC.3.Rlit.3; CC.3.Rlit.5  
Reread a Story T506a

**Comprehension** CC.3.Rlit.2; CC.3.Rlit.5  
✓ Goal and Outcome T506a

**Fluency** CC.3.Rfou.4.b  
✓ Check Intonation, Accuracy, and Rate T507

**Power Writing** T505b CC.3.W.10  
**Daily Writing Skills** CC.3.W.1; CC.3.W.1.b; CC.3.W.1.c  
✓ Support Opinions T481r

**Writing** CC.3.W.10  
Write About “Running Shoes” T506


**Writing Project: Literary Response** CC.3.SL.4  
Publish and Present T507d

### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG6–SG9

**Reading** CC.3.Rlit.10  
Read and Integrate Ideas SG8–SG9

✓ Goal and Outcome SG8–SG9  
✓ Choose Reading Strategy SG8–SG9




### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG6–SG9

**Reading** CC.3.Rlit.10  
Read and Integrate Ideas SG8–SG9

✓ Goal and Outcome SG8–SG9  
✓ Choose Reading Strategy SG8–SG9


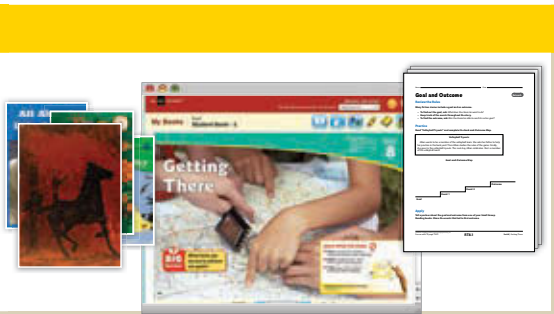


### Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG6–SG9

**Reading** CC.3.Rlit.10  
Connect Across Texts SG9

**Writing** CC.3.W.2  
✓ Choose a Writing Option SG8–SG9

### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T507e–T507f

✓ Reading Comprehension Test A8.4–A8.5 CC.3.Rlit.10  
✓ Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10  
✓ Oral Reading Assessment A8.1–A8.3 CC.3.Rfou.4  
✓ Vocabulary Test A8.6–A8.7 CC.3.L.6

✓ Spelling Test: Words with Prefixes: un-, re- and Commonly Misspelled Words T481m CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e  
✓ Writing, Revising, and Editing Test A8.8–A8.9 CC.3.W.5; CC.3.L.1.d; CC.3.L.1.e  
Reteaching Masters RT8.1–RT8.3

# Week 1 Learning Stations

## Speaking and Listening

### Option 1: Interview a Partner

Tell me one of your goals.

I'd like to win the swimming competition.

Students conduct short interviews about achieving goals.

- Have a student ask a partner about his or her goals, and how to achieve them.
- Students should then switch roles, and conduct another interview.
- Encourage students to use elaboration in their answers.

Ask and Answer Questions, and Elaborate CC.3.SL.3

### Option 2: Talk About the Census



Have students take a short quiz about the U.S. census.

- To take the quiz, have students go to Resources > Unit 8 > Learning Stations > Week 1 > Census Quiz.
- After taking the quiz, have partners discuss what they learned from it.

Discuss Topics, Building on Others' Ideas CC.3.SL.1

## Language and Vocabulary

### Key Words

achieve · direction · distance · estimate · feet  
goal · kilometer · measurement · meter · motive  
outcome · strategy · unit

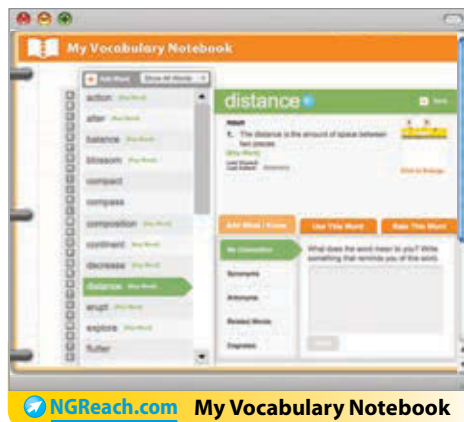
### Option 1: Vocabulary Games



[NGReach.com](http://NGReach.com) Online Vocabulary Games

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.3.L.6

### Option 2: My Vocabulary Notebook



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

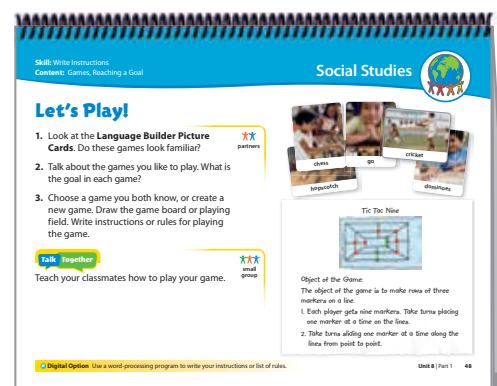
Have students expand their word knowledge.

- Under Add More Information > Add What I Know > Cognates, have students add cognates they may know for each Key Word.
- Under Add More Information > Add What I Know > My Connection, have students describe a personal connection they can make to the selected Key Word.

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.3.L.6

## Writing

### Option 1: Let's Play!



### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 48

Digital Library: Language Builder Picture Cards D91–D95

Teacher's Guide on [NGReach.com](http://NGReach.com)

colored markers

Write Informative/Explanatory Text to Convey Information CC.3.W.2  
Include Illustrations CC.3.W.2.a

### Option 2: Numbers in Art



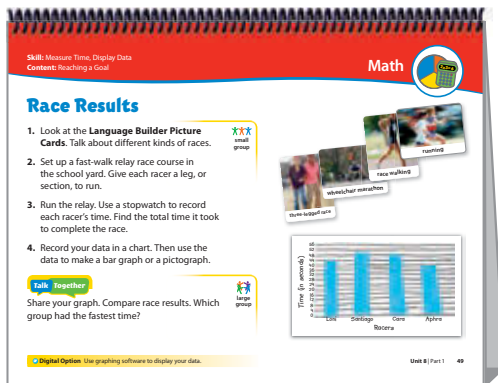
Have students print out an activity sheet and write a short story about a painting on the sheet. To print the activity sheet, have students go to Resources > Unit 8 > Learning Stations > Week 1 > Numbers in Art.

Write Narratives CC.3.W.3



## Cross-Curricular

### Option 1: Race Results



**Race Results**

- Look at the **Language Builder Picture Cards**. Talk about different kinds of races.
- Set up a fast-walk relay race course in the school yard. Give each racer a leg, or section, to run.
- Run the relay. Use a stopwatch to record each racer's time. Find the total time it took to complete the race.
- Record your data in a chart. Then use the data to make a bar graph or a pictograph.

**Talk Together**  
Share your graph. Compare race results. Which group had the fastest time?

**Digital Option** Use graphing software to display your data.

Class	Starting	One	Three	Four
Class	10	15	20	25
Starting	15	20	25	30
One	20	25	30	35
Three	25	30	35	40
Four	30	35	40	45

### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 49**

**Digital Library: Language Builder Picture Cards D96–D99**

**Teacher's Guide on [NGReach.com](http://NGReach.com)**

*stopwatches • colored markers*

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1

### Option 2: Number Game



**NGReach.com Student Resources**

### MATERIALS

*six-sided number cube*

Have students print an online game sheet and play a game.

- To print the game sheet, have students go to Resources > Unit 8 > Learning Stations > Week 1 > Number Game.
- After playing, have students discuss how they used numbers to achieve a goal.

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1

## Reading

### Option 1: Comprehension Coach



**NGReach.com Comprehension Coach**

Read and Comprehend Literature CC.3.Rlit.10  
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b

### Option 2: Money Goals



**NGReach.com Student Resources**

Have students read an online article about money goals and create a fact sheet based on the information they learned. To view the article, have students go to Resources > Unit 8 > Learning Stations > Week 1 > Money Goals.

Read and Comprehend Informational Text CC.3.Rinf.10

## Intervention

### Phonics Games



**NGReach.com Online Phonics Games**

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

*For Reteaching Masters, see pages RT8.1–RT8.3.*

### Additional Resources

#### ESL Kit



ESL Teacher's Edition pages T482–T507

# Week 1 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

Recognize High Frequency Words

Develop Phonological Awareness: Blend Word Parts

Decode Words with Suffixes (-ly, -y)

Teach

Day 1



### PROGRAM RESOURCES

High Frequency Words:

Teaching Master 33

Word Builder: Transparency 83

Reach into Phonics

Lesson 113, page T190

Lesson 115, page T192

## High Frequency Words

Follow Lesson 113 to present High Frequency Words:

weigh beautiful special own any

## Suffixes

Follow Lesson 115 to read and build words with the suffix *-ly*. Guide students through **Transparency 83**.



NGReach.com Word Builder: Transparency 83

Teach

Day 2



### PROGRAM RESOURCES

High Frequency Words:

Teaching Master 34

Word Builder: Transparency 84

Reach into Phonics

Lesson 114, page T191

Lesson 115, page T193

## High Frequency Words

Follow Lesson 114 to present High Frequency Words:

indoors warm healthy cold outdoors

## Suffixes

Follow Lesson 115 to read and build words with the suffix *-y*. Guide students through **Transparency 84**.



NGReach.com Word Builder: Transparency 84





## COMMON CORE STANDARDS

Apply Phonics Skills	CC.3.Rfou.3	Read Grade-Appropriate Irregularly Spelled Words	CC.3.Rfou.3.d
Apply Word Analysis Skills	CC.3.Rfou.3	Use Conventional Spelling	CC.3.L.2.e
Decode Words with Common Latin Suffixes	CC.3.Rfou.3.b	Use Spelling Patterns and Generalizations	CC.3.L.2.f

### Suffix Sort

Day 3



Option 1

#### MATERIALS

index cards, 14 per pair • timer

#### Prepare

- Have partners work together to write each word from the word bank below on a separate card.
- Have partners place the word cards face down.

softly	highly	finely	shortly	mostly	tightly	warmly
rainy	smelly	snowy	dusty	messy	milky	grassy

#### Play a Game

- Set a timer for two minutes. Have Partner 1 sort the cards by their suffixes, placing all the words with the suffix -y in one pile, and the words with the suffix -ly in another pile. Continue until time is called.
- Have Partner 2 go through the piles, pronouncing each word and awarding a point for each word sorted correctly.
- Have partners switch roles and repeat. The player with the most points wins.

### Tic-Tac-Toe

Day 3



Option 2

#### MATERIALS

masking tape • large index cards, nine per pair of students • red markers, one per pair of students • blue markers, one per pair of students

#### Prepare

- Have partners work together to write each High Frequency Word from the word bank on separate cards.
- Have partners use tape to make a Tic-Tac-Toe grid on the classroom floor. Tell students to tape a word card in each box of the grid.

weigh	beautiful	special	own	any
indoors	warm	cold	outdoors	

#### Play a Game

- Players choose colors and collect markers for that color.
- Have Player 1 toss a marker onto the grid. Player 1 then reads the word in the box. If Player 1 reads the word correctly, then the marker stays. If Player 1 does not read the word correctly, he or she picks up the marker. Player 2 then takes a turn.
- The first player to get three markers in a row reads all the words in the row. If the words are read correctly, that player wins.

### Crack the Code

Day 4



#### MATERIALS

computers, one per pair of students

#### Prepare

- Have partners use a computer to type the alphabet on one line. Tell them to paste that line onto the next line, and then change the second line to a symbol font.
- Next, have partners type all the words from the word bank below in random order and then change their typing of the words into the same symbol font.
- Tell partners to type a blank line next to each word.

coldly	rainy	warmly	snowy	healthy	messy
--------	-------	--------	-------	---------	-------

#### Play a Game

- Have pairs use the symbol alphabet to decode the letters used in each word and then write the word.
- Remind students that they might be able to figure out the word after decoding only a few of its letters.

### Suffix Toss

Day 5



#### MATERIALS

crumpled paper ball, one per group • timer

#### Prepare

Arrange students in small groups and provide each with a crumpled paper ball.

#### Play a Game

- Have students form a circle. One player tosses the ball to another player, calling out the suffix -y or -ly as he or she tosses the ball.
- The player who catches the ball says a word with the called suffix, identifying the root word and the suffix. The group checks his or her identification.
- If the word, root word, and suffix are correct, the player gets one point and tosses the ball to another player.
- If the word, root word, and suffix are not correct, a volunteer calls a new word and identifies the correct root word and suffix, gets the point, and tosses the ball to another player.
- When the time is called, the player with the most points wins.

# Week 1 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

- ✔ Spell Words with Prefixes: *un-*, *re-*
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

- DAY 1 Spelling Pretest
- DAY 2–4 Daily Practice Options
- DAY 5 Spelling Test

### Spelling Pretest

Day 1



### Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Words with Prefixes: *un-*, *re-*

1. recall	I tried to <b>recall</b> the name of my favorite running shoes because I had forgotten it.
2. recount	We had to <b>recount</b> the math books since our first count was incorrect.
3. reform	The coach promises to <b>reform</b> her team's poor sportsmanship so they treat other teams better.
4. replay	Let's <b>replay</b> the video to see who made the foul.
5. reset	Al has to <b>reset</b> the clock at the start of each race.
6. restate	Ask her to <b>restate</b> the rules so that the players who just arrived can hear them.
7. rethink	If you <b>rethink</b> your strategy for solving the problem, you might get a correct answer this time.
8. rewrite	I will <b>rewrite</b> the word problem using easier words.
9. uncertain	She was <b>uncertain</b> about which choice was best.
10. unconcerned	Jake seems <b>unconcerned</b> about the math test, but Ahmad is worried about it.
11. uncovered	Ms. Chu covered the solution to the problem with her hand, then <b>uncovered</b> it so students could see it.
12. undecided	Luke is <b>undecided</b> about whether to join the math fair, so he is waiting until the last minute to sign up.
13. unexpected	Our math team was in twelfth place, so our win was an <b>unexpected</b> surprise.
14. unfinished	If our math problems are <b>unfinished</b> , we must complete them before we can go out to play.
15. untangle	We need to <b>untangle</b> the knots in these two ropes.

### Watch-Out Words

16. weak	His leg muscles are <b>weak</b> , so he can only run a mile.
17. week	He lifts weights seven days a <b>week</b> to get strong.
18. theirs	The boys said those ten-pound weights are <b>theirs</b> .
19. there's	<b>There's</b> only one day of practice left until the big race!

### Prefix *re-*

Day 2



Option 1

### MATERIALS

index cards, eight per pair of students • dictionaries, one per pair, or online dictionary access

### Teach

Display the words *recall* and *replay*. Circle the prefix in each word. Tell students that when a prefix is added to the beginning of a word, it changes the meaning of the word: *The prefix re- means "again" or "back."* So *replay* means "play again" and *recall* means "call back" or "remember."

### Prepare

- Arrange students in pairs and assign the eight spelling words with prefix *re-* to each pair. Have partners write each on a separate card.
- Tell partners to look up the words in a dictionary and write the definition on the back of each card.

### Play a Game

- Have partners put down all eight cards with the definitions visible.
- Have partners take turns picking up a card, reading the definition, and then spelling aloud the spelling word that goes with it.
- Tell partners to check one another's spelling. If a student names and spells a word correctly, he or she keeps the card. If a student states the wrong word or misspells the correct word, the card goes back.
- Play continues until all words have been spelled correctly. The student with more cards wins. If time allows, play another round.

Identify Meaning of Prefixes and Suffixes  
Decode Multisyllabic Words  
Consult References

CC.3.Rfou.3.a  
CC.3.Rfou.3.c  
CC.3.L.2.g

### Comic Strips

Day 2



Option 2

### Make a Drawing

Arrange students in pairs. Have partners create a comic strip in which they use all four Watch-Out Words. Encourage them to also use at least one spelling word with the prefix *re-* in their strip.



Demonstrate Command of Spelling

CC.3.L.2





Prefix un-

Day 3



Option 1

MATERIALS

index cards, 17 per pair of students

Teach

Display the word uncovered and circle the prefix. Remind students that when a prefix is added to the beginning of a word, it changes the meaning of the word: The prefix un- means "not," so uncovered means "not covered."

Prepare

- Arrange students in pairs and have them collaborate to write re- (again) and un- (not) on separate cards, placing them a few feet apart on the floor.
• Have partners write the first 15 spelling words on separate cards.

Play a Game

- Have students shuffle their 15 cards. Then, have Partner A read a card aloud to Partner B.
• Have Partner B move to stand beside the correct prefix card and spell the word aloud. Have Partner A check the spelling, correcting it if necessary. After each word, have partners switch roles.
• Play continues until all words have been spelled correctly.

Apply Word Analysis Skills CC.3.Rfou.3
Identify Meaning of Prefixes and Suffixes CC.3.Rfou.3.a
Decode Multisyllabic Words CC.3.Rfou.3.c

Prefix Toss

Day 3



Option 2

MATERIALS

crumpled paper ball, one per group • timer

Prepare

Arrange students in small groups and provide each with a crumpled paper ball. Tell students you will set the timer for ten minutes.

Play a Game

- Have students form a circle. One player tosses the paper ball to another player, calling out either un- or re- as he or she tosses.
• The player who catches the ball says and spells a spelling word with the called prefix. The group checks his or her spelling.
• If the word is spelled correctly, the player gets one point and tosses the ball to another player. If the word is not spelled correctly, a volunteer spells it correctly, gets the point, and tosses the ball to another player.
• Play continues from player to player. Players may not spell the same word twice. When time is called, the player with the most points wins.

Use Conventional Spelling CC.3.L.2.e

Oh, No!

Day 4



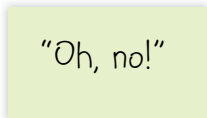
Option 1

MATERIALS

index cards, 21 per group of students • timer, one per group

Prepare

Arrange students in small groups. Have group members collaborate to write each spelling word on a separate card. Tell them to write "Oh, no!" on two cards.



Play a Game

- Have students shuffle all the cards, including the "Oh, no!" cards, and place them face down in a pile. One student sets the timer for ten minutes and play begins.
• Have players take turns selecting a card and reading it aloud to the player on his or her right. For Watch-Out Words, tell the Reader to supply a short context sentence.
• Have the listening player spell the word. If it is correct, the Speller keeps the card. If not, it goes back in the stack.
• If a student draws an "Oh, no!" card, all of his or her cards go back in the pile.
• When time is called, the player with the most cards wins.

Use Conventional Spelling CC.3.L.2.e

Combos

Day 4



Option 2

MATERIALS

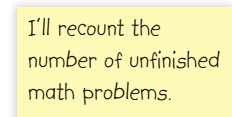
timer or stopwatch, one per group

Prepare

- Arrange students in groups of four and each group into two teams.
• Have each team secretly choose two spelling words, one with the prefix re- and one with the prefix un-.

Play a Game

- Team 1 calls out its two spelling words and starts the timer.
• Team 2 has one minute to compose and write a sentence that makes sense and contains the two target words.
• If Team 2 writes the sentence, spelling the spelling words correctly before the timer rings, it scores a point.
• Next, Team 2 takes a turn writing a sentence before time is up.
• Play continues until each spelling word has been used at least once.



Identify Meaning of Prefixes and Suffixes CC.3.Rfou.3.a
Demonstrate Command of Spelling CC.3.L.2

# Week 1 Daily Grammar

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

✔ **Grammar: Use Regular Past-Tense Verbs**

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Explain the Function of Verbs

CC.3.W.5

CC.3.L.1

CC.3.L.1.a

## Day 1

### PROGRAM RESOURCES

Past-Tense Verbs: eVisual 8.2

### MATERIALS

game markers, one per pair of students

## Teach the Rules

Use the suggestion on page T486 to introduce past-tense verbs. Explain: *Past-tense verbs tell about an action that already happened.* Use eVisual 8.2 to teach more about past-tense verbs.

### Past-Tense Verbs

- The **past tense** of a verb tells about an action that happened in the past.
- Now: I **join** the team.  
Past: I **joined** the team.

Last week, six runners **formed** two teams.

Yesterday, three runners **dashed** in a race.

This morning, Coach Elroy **shouted** his praise.

NGReach.com Past-Tense Verbs: eVisual 8.2

## Play a Game ✖✖

Have partners use the word bank below to play a game. Explain:

- Write the words in the squares of a 12-square grid.
- Take turns tossing a marker into a square. Read the present-tense verb written in the square, and then say the past-tense form. Use the past-tense verb in a sentence about the past.
- If you use the verb correctly, write your initials in the square. Continue the game for six turns.

add	look	join	list	enjoy	play
subtract	check	follow	walk	watch	visit

## Differentiate

### EL English Learners

**ISSUE** Chinese, Hmong, and Vietnamese have no tense inflections.

**STRATEGY** To help students form regular past-tense verbs in English, have them write the following on a card for reference during the game:

Past Tense:  
(verb)ed

## Day 2

### PROGRAM RESOURCES

Regular Past-Tense Verbs:  
eVisual 8.6

### MATERIALS

game markers, one per pair of students

## Teach the Rules

Use the suggestion on page T488 to review past-tense verbs. Use eVisual 8.6 to teach spelling rules.

### Regular Past-Tense Verbs

- Most past-tense verbs end in **-ed**. To form past tense:
  - add → **added**
  - cheer → **cheered**
- Just add **-ed** to most verbs.
  - hike → **hiked**
- If a verb ends in silent **e**, drop the **e** and add **-ed**.
  - divide → **divided**

NGReach.com Regular Past-Tense Verbs: eVisual 8.6

## Play a Game ✖✖

Have partners use the word bank below to play a game. Explain:

- Write the words in the squares of a 12-square grid.
- Take turns tossing a marker into a square. Write the past-tense of the verb under the present-tense form in the square where the marker lands, and use the past tense verb in a sentence.
- Then check the spelling in a dictionary. If it is correct, write your initials in the square. Continue the game for six turns.

achieve	chase	thank	count	trade	promise
provide	pretend	measure	exercise	smile	discover

## Differentiate

### EL English Learners

**ISSUE** Speakers of Haitian Creole use the present-perfect tense in place of the past tense.

**STRATEGY** Have students cross out *have* in their sentences and read them aloud again without the helping verb. Provide examples:

- This morning, I ~~have~~ pretended to climb a mountain.
- I ~~have~~ smiled at my friend yesterday.





Form and Use Verbs  
 Form and Use Verb Tenses  
 Demonstrate Command of Spelling

CC.3.L.1.d  
 CC.3.L.1.e  
 CC.3.L.2

## Day 3

### PROGRAM RESOURCES

More Regular Past-Tense Verbs:  
 eVisual 8.7

Game: Practice Master PM8.3

### MATERIALS

coins, one per pair of students • game markers, one per student

## Teach the Rules

Use the suggestion on page T496 to continue teaching regular past-tense verbs. Then use eVisual 8.7 to teach more rules.

### More Regular Past-Tense Verbs

- If a one-syllable verb ends in one vowel and one consonant, double the final consonant and add **-ed**.  
 tap → **tapped**
- If a verb ends in a consonant and **y**, change the **y** to **i** and add **-ed**.  
 study → **studied**
- If a verb ends in a vowel and **y**, just add **-ed**.  
 enjoy → **enjoyed**

[NGReach.com](http://NGReach.com) Regular Past-Tense Verbs: eVisual 8.7

## Play a Game

Distribute Practice Master PM8.3 and play the game.

Grammar Game  
**You Started Here and Ended There**  
 Directions:  
 1. Take turns flipping a coin. For heads, move 2 squares. For tails, move 1 square.  
 2. Spell the past-tense form of the verb in the square. Then use the past-tense verb in a sentence.  
 3. If your partner agrees the verb is spelled and used correctly, take one more turn. If not, your partner takes his or her turn.  
 4. The player who reaches the end first wins.

hurry	stay	enjoy	play
hurried	stayed	enjoyed	played
divide		subtract	stop
divided		subtracted	stopped
shrug		operate	classify
shrugged		operated	classified
trip		multiply	obey
tripped		multiplied	obeyed
add	reply	beg	chase
added	replied	begged	chased

START END

For use with TE, p. 1441p PM8.3 Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.3

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty forming past-tense verbs orally.

**STRATEGY** Tell students to first write down the verb on a separate sheet of paper. Then have them identify the spelling rule that applies, write the correct past-tense spelling, and show it to their partner.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice Master PM8.4

## Grammar and Writing

Distribute Practice Master PM8.4. Have students use editing and proofreading marks to correct errors with regular past-tense verbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar: Grammar and Writing  
**Edit and Proofread**  
 Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs

^	Add.
↖	Take out.
≡	Capitalize.
⊙	Add period.
⌞	Add comma.

Yesterday afternoon, Ms. Sophy <sup>passed</sup> ~~pass~~ out math problems. She <sup>enjoyed</sup> ~~enjoy~~ the math lesson that morning and <sup>hoped</sup> ~~hope~~ the children could do the problems. They <sup>studied</sup> ~~study~~ the problems carefully. Pencils began to make a <sup>scratch-scratch</sup> ~~scrach-scrach~~ sound. The children added and <sup>subtracted</sup> ~~subtract~~, and they <sup>multiplied</sup> ~~multiply~~ and divided. As students <sup>finished</sup> ~~finish~~, Ms. Sophy sent them outside. A few <sup>grabbed</sup> ~~grab~~ each other's hands and ran in circles until they fell down laughing. They all jumped up and <sup>played</sup> ~~play~~ again. One boy <sup>organized</sup> ~~organize~~ a game of tag. Runners zigzagged everywhere until the boy finally <sup>tagged</sup> ~~tag~~ a player. At that moment, Ms. Sophy walked out. One of the girls <sup>cried</sup> ~~cry~~ out, "Tell us about your first day of school again, Ms. Sophy!"

For use with TE, p. 1441p PM8.4 Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.4

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
 Assessment Masters A8.8–8.9

## Review and Assess

Copy and display the chart below. Have partners copy and complete the chart. Then have partners trade charts with another pair to review each other's work.

verb	past tense	past-tense rule	sentence with verb
count			
change			
step			
multiply			
delay			

✓ Administer the **Writing, Revising, and Editing Test**.

# Week 1 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

✔ **Support Opinions**

## COMMON CORE STANDARDS

Write Opinions on Texts  
Provide Reasons  
Link Opinions and Reasons

CC.3.W.1  
CC.3.W.1.b  
CC.3.W.1.c

### Introduce Reviews

Day 1



## PROGRAM RESOURCES

**Book Review: eVisual 8.3**

## Teach the Skill

Remind students what they have already learned about opinion statements and supporting details. Explain: *Sometimes an opinion, such as in a book or movie review, isn't meant to persuade others. Sometimes it is just meant to share what the writer likes or dislikes.*

Remind students of the opinion outline they used in Unit 5. Tell students that when they use an outline to plan a review, they should include an opinion, relevant details from the text to support the opinion, and a concluding statement that sums up the opinion.

Display **eVisual 8.3** and read it aloud.



### Book Review

"The Helper" by Jessica Black is one of the funniest books ever written. The book is about a boy named Aidan who builds a robot. The book is funny because it is filled with hilarious moments. For example, when Aidan turns on his robot for the first time, all of its beeps and blips scare the family dog, Rufus. Rufus chases the robot through the house, knocking over chairs and tables. In addition, Aidan leaves the robot alone to build a science project, but the robot builds another robot instead. If you are looking for a fun book, I recommend "The Helper."

NGReach.com

**Book Review: eVisual 8.3**



**INTERACTIVE WHITEBOARD TIP:** Circle opinion statements and underline supporting details.

Point out the statement of opinion and the reason for the opinion in the first sentence. Then explain: *The sentence "For example, when Aidan turns on his robot for the first time, all of its beeps and blips scare the family dog, Rufus." is a detail from the text that supports the reason the writer likes the book.*

Explain that writers often use linking words and phrases to link supporting evidence to the reasons for their opinions. Copy and display the following list: *as a result, for example, in addition, then, next, finally, in conclusion.* Have students identify the linking words used in **eVisual 8.3** (*for example, in addition*) and discuss how the details support the reason for the writer's opinion.

### Outline a Review

Day 2



Option 1

## Introduce

Copy and display the following outline format:

- I. Reason for the writer's opinion
  - A. Detail from the text
  - B. Detail from the text

Remind students that they used a similar outline in Unit 5. Tell students that they will use this format to write an outline for a book review of "Selvakumar Knew Better" on **Anthology** pages 450–462.

## Practice

Arrange students in small groups. Have each group collaborate to form an opinion statement and a reason for the opinion. Then have each group find evidence in the text to support their reason.

Remind students that supporting details in an outline do not need to be written in complete sentences.

Have groups save their outlines for Day 3.

### Outline a Review

Day 2



Option 2

## PROGRAM RESOURCES

**Unit 8 Small Group Reading Books**

## Introduce

Display the outline from Option 1 above. Tell students that they will use an outline like the one displayed to plan a book review of one of the **Small Group Reading** books.

## Practice

Arrange students in pairs and have partners choose a Unit 8 **Small Group Reading** book that both of them have read. Have partners work together to decide on an opinion statement and a reason for the opinion. Tell them to find evidence in the text to support their reason. Then, have them complete the outline.

Have students share and discuss their outlines with another pair and save their outlines for Day 3.





**SUGGESTED PACING**

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

**Write a Review**

Day 3 Option 1

**Introduce**

Reconvene the groups from Day 2 and have each group use the outline it created on Day 2 to write a one-paragraph book review of “Selvakumar Knew Better.”

**Practice**

Tell groups to write their statements of opinion as the first sentence in their review. Next, have them state at least one reason for their opinions. Have them turn the relevant details in their outlines into sentences supporting their reasons. Remind groups to end the reviews with a concluding statement that restates the opinion.

“Selvakumar Knew Better” is a very exciting and suspenseful story. It is about a very smart dog that helps his owner, Dinakaran, escape from a tsunami. As I was reading, I could almost hear the roar of the huge wave coming. As a result, I felt very anxious for Dinakaran. Then, when Dinakaran wouldn’t follow Selvakumar to safety, I wanted to shout my own warnings at him. Trust me, you will be on the edge of your seat if you read this story.

**Write a Review**

Day 3 Option 2

**Introduce**

Reconvene the pairs from Day 2 and have each pair turn the outline they created on Day 2 into a book review.

**Practice**

Have each pair begin by stating an opinion and at least one reason for it. Then have pairs turn the relevant details from the Day 2 outline into sentences that support their reasons.

Have each pair link the opinion statement, the reasons for the opinion, and supporting sentences together into a short book review. Remind each pair to end the review with a concluding statement that restates the statement of opinion.

**Revise a Review**

Day 4

**Practice**

Have small groups or partners take out their reviews from Day 3 and see if they can improve them by adding another piece of evidence to support the reasons for their opinions.

In addition, have them work together to add linking words and phrases such as: *for example*, *in addition*, and *finally*. If necessary, display the Day 1 list of transition words and phrases as students are revising their reviews.

After each group has made all of their revisions, have them write final, neat copies of their reviews and post them on a Book Review bulletin board.

**Review and Assess**

Day 5

**PROGRAM RESOURCES**

**Writing, Revising, and Editing Test:**  
Assessment Masters A8.8–A8.9

**Review the Skill**

Form small groups to discuss the qualities of a good book or movie review and record them in a chart. Have groups list examples of each. Then have each group share and discuss their chart with another group.

Qualities	Examples
Begin with a statement of opinion and a reason for the opinion..	If you love solving problems in math, then you’ll love “Spaghetti and Meatballs for All.” It has a lot of tricky problems.
Support the reason with details from the book or movie.	For example, Mr. and Mrs. Comfort must fit 32 people in their home for a family reunion, but only have 31 chairs!

Administer the **Writing, Revising, and Editing Test**.

# Day 1 Introduce Unit 8

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

Preview Content

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 8

Unit Concept Map: Practice Master PM8.1

### TECHNOLOGY ONLY

Unit 8 Build Background Video

## MATERIALS

markers or colored pencils



## WARM-UP

Point to the photo on pages 482–483. Ask: *What tools do you use to get to a new place? How do those tools help you?*

## Social Studies Background

### 1 Big Question Anthology page 482

Have a volunteer read the Big Question. Explain: A **goal** is something you want to do. Ask: *What tools can help you do something?* Explain that students will be reading about tools and math skills that help people achieve their goals. Distribute **Family Newsletter 8**.

### 2 Share What You Know Anthology page 483

Display **Student eEdition** page 483, review the instructions, and distribute materials. Challenge partners to find each other's treasures using the completed maps.

### 3 Build Background Video

Set a purpose: *Watch the video to find out how people use math to **achieve** their **goals**.* Invite students to take notes. After viewing, discuss the video: *How do we use numbers in our lives? Name two or three tools that people use to measure.*



#### Dear Family Member,

"What tools can we use to achieve our goals?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about using planning and perseverance to reach goals. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

#### Directions:

1. Talk together about places where you have traveled. Share details about where you went and how you got there. Try to use the New Words in your discussion.
2. Work together to complete the list below. In the first column, write where you went. In the second column, write how you got there. In the third column, write how long it took to get there. In the fourth column, write the distance traveled. Add other places you have visited in the next rows.
3. Remind your student to bring the completed list to class.

#### What We're Reading

**"Running Shoes"**  
by Frederick Lipp  
In this story, new shoes help a Cambodian girl reach her goal.

**"Two Clever Plans"**  
retold by Colleen Pellier and Margaret Read MacDonald  
A myth and a folk tale show that cleverness can be as important as strength.

**"One Man's Goal"**  
by Catherine Clarke Fox  
In this article, the author describes one man's extreme challenge.

**"Climbing Toward Her Goal"**  
by Guadalupe López  
This profile shows how Explorer Constanza Ceruti reached her childhood goal of living and working in the mountains.

And more!

Where You Went	How You Got There	How Long It Took	Distance Traveled

© National Geographic Learning, a part of Cengage Learning Inc.

Family Newsletter 8 | English

[NGReach.com](http://NGReach.com) Family Newsletter 8  
in seven languages

## COMMON CORE STANDARDS

### Speaking and Listening

Determine the Main Ideas and Supporting Details of Information Presented Visually and Orally in Diverse Media CC.3.SL.2

## Mini Lesson

### Determine Supporting Details in Media

Review: *The main idea is the most important idea.* Replay the video. Say: *To identify the main idea, think about what the runner, traveler, and chef have in common.* (Tools and math help them reach their **goals**.)

Replay the video and pause at 1:12. Ask: *What tools do the runner, traveler, and chef use to **achieve** their **goals**?* (stopwatch, time table, recipe and measuring cups) Explain: *These details support the main idea that people use tools to reach their **goals**.*

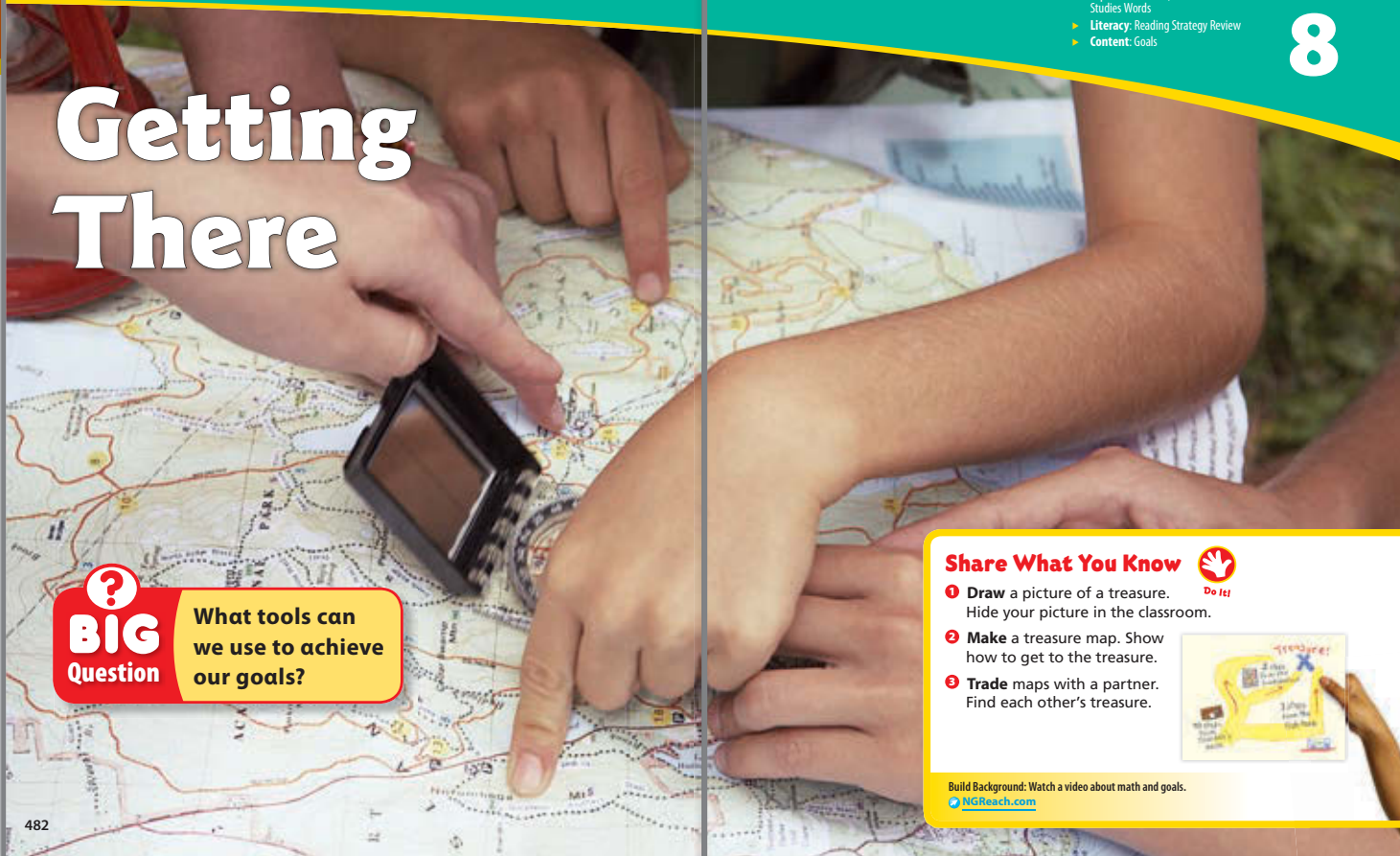
Discuss the use of media to present information visually and orally. Ask: *How is the main idea in a video like the main idea in an Interactive? What visual clues show the main ideas in each one? How are details presented orally?*




[NGReach.com](http://NGReach.com) Build Background Video




# Getting There




**BIG Question** What tools can we use to achieve our goals?


**Share What You Know**  Do It!


- 1 Draw a picture of a treasure. Hide your picture in the classroom.
- 2 Make a treasure map. Show how to get to the treasure.
- 3 Trade maps with a partner. Find each other's treasure.





Build Background: Watch a video about math and goals.  


**STUDENT TECHNOLOGY**

 Student eEdition

 Video

 Resources



**Anthology**  
pages 482–483

## Unit Projects

### 4 Introduce the Unit Concept Map

Review the Big Question. Ask students to flip through the unit. Prompt them to predict: *What tools do people use to reach their goals?* Responses should include examples from the unit. Have pairs compare pages that they find interesting.

Display the unit concept map using **Student eEdition** page 552, or provide a bulletin-board version of the concept map. Explain: *As you go through this unit, you will be organizing your answers to the Big Question on a concept map.*

Distribute **Practice Master PM8.1** and model how to fill in a concept map. Ask: *What ideas can we add from the video?* (Possible responses: stopwatch, time table, measuring cups, math facts, satellites)



**Concept Map**

### 5 Preview Unit Projects

Point out the projects using **Student eEdition** page 553. Have students read the project options so they can think about which one they will choose: talk show, plan a trip, guessing game, or make a map.

## Weekly Writing

Gather students' writing throughout the week:

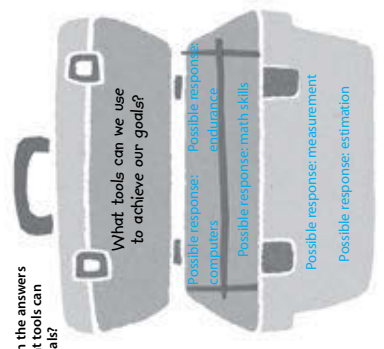
- ✓ Daily Writing Skills Practice (T481q–T481r)
- ✓ Power Writing (T484, T486a, T490, T498, T505a)
- ✓ Writing (T486, T488–T489, T497, T505, T505b)
- ✓ Writing Project (T507–T507c)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Unit Concept Map**  
**Getting There**  
 Make a concept map with the answers to the Big Question: What tools can we use to achieve our goals?

What tools can we use to achieve our goals?

Possible response: computers  
 Possible response: math skills  
 Possible response: measurement  
 Possible response: estimation



For use with TE p. T483 **PM8.1** Unit 8 | Getting There

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

- ✔ Use Domain-Specific Words
- ✔ Describe Text Structure: Goal and Outcome

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 8
- Unit Concept Map: Practice Master PM8.1
- Story Map: Practice Master PM8.2

### TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 8.1

## MATERIALS

timer

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *math*.

For **Writing Routine 1**, see page BP47.

## Academic Talk

### 1 Ask for and Give Advice Anthology page 484

Read aloud the introduction and play the **Sing with Me Language Song**. Review briefly how to ask and answer questions. Then explain that advice is a suggestion or an opinion about what someone should do.

Explain how to ask for advice: *To ask for advice, first explain what it is you are not sure of. Then ask questions to find the specific information you need.* Model the process: *I don't understand the math problems, and we have a quiz on Friday. What should I do?*

Then explain how to give advice: *To give advice, tell what someone should or should not do. Then elaborate by stating a reason for the advice you gave.* Model giving advice: *If you don't understand the math problems, you should ask your teacher to help you practice similar problems. The more you practice, the easier it will be.*

Have partners take turns asking for and giving advice about a goal they have. Remind students to ask specific questions. Remind them also to make their advice clear and to elaborate on their advice with a reason. Have volunteers share their goals and the advice they were given with the class.

## Math Vocabulary

### 2 Key Words ✔ Anthology page 485

Explain and model using **Vocabulary Routine 1** and the photo, caption, and labels on **Student eEdition** page 485 to teach the Key Words.

- **Pronounce the word** and point to the picture: **distance**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1=very well; 2=a little; 3=not at all) Tell what you know about this word.
- **Define the word:** **Distance** is the amount of space from one place to another.
- **Elaborate:** Relate words to knowledge and experience: It is a short **distance** from my desk to your desk.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 485. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

### Key Words

distance · feet · kilometer  
measurement · meter · unit

## COMMON CORE STANDARDS

### Reading

- |  |              |
|--|--------------|
| Determine Meaning of Words and Phrases     | CC.3.Rlit.4  |
| Read and Comprehend Literature             | CC.3.Rlit.10 |
| Determine Meaning of Domain-Specific Words | CC.3.Rinf.4  |
| Read with Fluency to Support Comprehension | CC.3.Rfou.4  |

### Writing

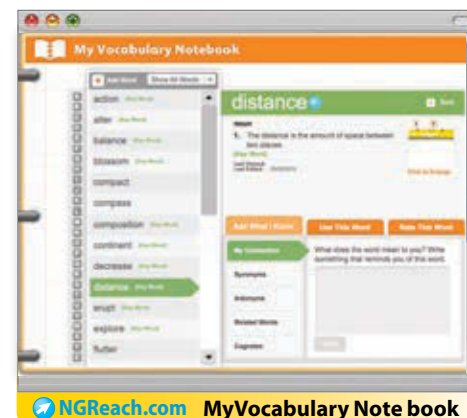
- |   |           |
|---|-----------|
| Write Over Shorter Time for Specific Purposes | CC.3.W.10 |
|---|-----------|

### Speaking and Listening

- |  |           |
|--|-----------|
| Ask and Answer Questions and Elaborate | CC.3.SL.3 |
|--|-----------|

### Language and Vocabulary

- |  |          |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.3.L.6 |
|--|----------|





- Do you know \_\_\_\_\_?
- Should I \_\_\_\_\_?
- You should/should not \_\_\_\_\_.

## Ask for and Give Advice

Listen to the dialogue between José and Marta. Then use **Language Frames** with a partner. Ask for and give advice about a goal you have.

Dialogue (MP3)

1.

I want to enter a Junior Olympics swim race. Do you know when I need to sign up?



You should sign up before April 10th at the Recreation Center.

2.

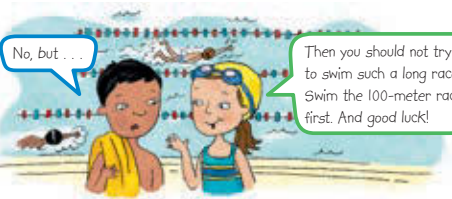
I'm wondering which race to enter. Should I sign up for the 400-meter race?



Have you competed in the 400-meter race before?

3.

No, but . . .



Then you should not try to swim such a long race. Swim the 100-meter race first. And good luck!

- distance
- feet
- kilometer
- measurement
- meter
- unit

## Key Words

Use **Key Words** and other words to talk about **units** of **measurement** in a race.

A 5K Race



The race is called a 5K because runners cover a **distance** of five **kilometers**.

Meter Stick

- A **meter** is about 3 **feet**.
- A kilometer is 1,000 meters.

### Talk Together

Suppose you want to train for a race. What tools could you use to achieve your goal? Use **Language Frames** from page 484 and **Key Words** to ask for and give advice with a partner.

STUDENT TECHNOLOGY



Student eEdition

Sing with Me MP3s



My Vocabulary Notebook



Resources

NGReach.com

Anthology  
pages 484–485

### 3 Talk Together Anthology page 485

Read aloud the instructions on page 485 and have partners ask for and give advice about training for a race. Provide examples:

- *I need to train for a 500-meter race. Should I run a lot every day to practice?*
- *If you are starting to train for a long race, you should not run every day. It's healthier to run a short **distance** a few days a week.*

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words ✓

As students ask for and give advice, listen for correct usage of the Key Words.

If students use words incorrectly, provide sentence frames for them to complete orally, such as the following:

- A \_\_\_\_\_ is a way to count how far or how large something is. (**measurement**)
- A \_\_\_\_\_ is the amount of space between two places or things. (**distance**)
- One \_\_\_\_\_ is equal to one thousand meters. (**kilometer**)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 8** for translations in seven languages. Use cognates for Spanish speakers:

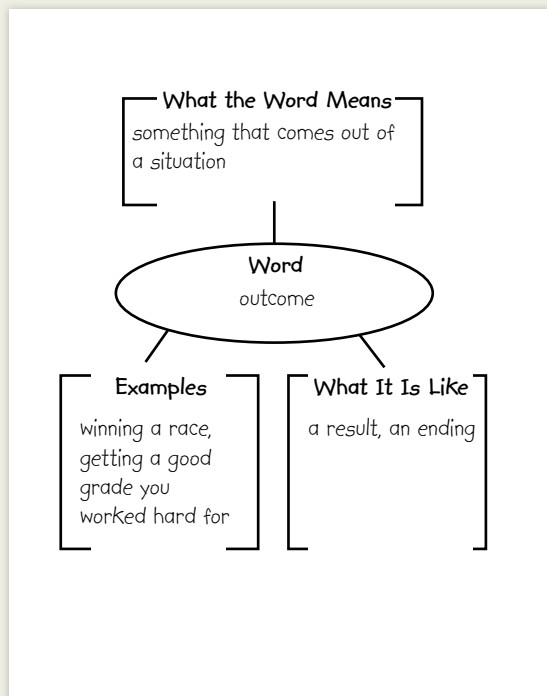
distance/distancia    kilometer/kilómetro  
meter/metro    unit/unidad

### SN Special Needs

**ISSUE** Students do not find personal meaning in learning new vocabulary.

**STRATEGY** Have students think about personal connections to Key Words. Challenge them to use as many Key Words as they can to name measurements in their world, such as the distance from home to school or the units of measurement on a ruler.

## Word Map



## Comprehension

## 4 Goal and Outcome Anthology page 486

Use a Word Map to teach the term **outcome**. Then read aloud the information at the top of page 486. Explain: *In some stories, the plot begins with a character's **goal**, or something he or she wants to do. This **goal** leads to events in the story, which end with a final **outcome**.* Display **eVisual 8.1** and read aloud "The Big Race."



## Read Aloud

Realistic Fiction

## The Big Race

José enjoys swimming, so he sets a big **goal** for himself: he wants to enter a Junior Olympics swim race at the end of the month. José has never been in a race, so he asks his friend Marta for advice.

"I need help to prepare for the swim race," José tells Marta. "I usually swim about one **kilometer** a day. What's the best **distance** for me to race for the first time?"

"If this is your first race, you should start with a shorter **distance**," Marta says. "I think you should enter the 100-meter race. If you can swim one **kilometer** every day, 100 **meters** will be easy for you." She invites José to practice with her swim team.

"Thanks! That would help a lot." José replies.

To **achieve** his **goal**, first José signs up for the 100-meter freestyle race. Next, he trains with Marta and her team. Marta's coach gives him advice, and José works hard to improve his technique. Finally, the big day comes and José competes in the big race. Even though he does not win, he feels like a champion for finishing his first real race.

[NGReach.com](https://www.ncreach.com) Read Aloud: eVisual 8.1



**INTERACTIVE WHITEBOARD TIP:** Underline the goal and outcome.

## 5 Map and Talk Anthology page 486

After students read how to make a story map, review how to identify goals and outcome. Have students identify more events from the **Read Aloud** to add to the story map.

## 6 Talk Together Anthology page 486

Read aloud the directions on page 486. Then have partners use **Practice Master PM8.2** to make a story map of a goal and outcome in their own lives.

## Fluency

**Model Intonation** Review the concept: *Fluent readers read with correct intonation, raising their voices at the end of a question and then letting their voices fall when answering. Intonation can also mean using a louder voice to emphasize something.* Model intonation with sentences from the **Read Aloud**. Then have students practice by reading aloud the dialogue on **Anthology** page 484 with proper intonation.

## Check &amp; Reteach

**OBJECTIVE:** Describe Text Structure: Goal and Outcome

As students work on their story maps, listen to confirm that they correctly identify a goal, the steps taken to reach the goal, and a final outcome.

If students have difficulty describing goal and outcome, ask guiding questions such as:

*What did you want to do? What did you do first? What did you do next? Did you reach your **goal** at the end?*

## Goal and Outcome

A **goal** is something you want to do or achieve. The **outcome** is what happens. Connecting goal and outcome helps you understand what you read, see, or hear.

Look at these pictures about José's goal. Read the text.



José wants to be in a swim race.



He signs up for the race.



He trains a lot.

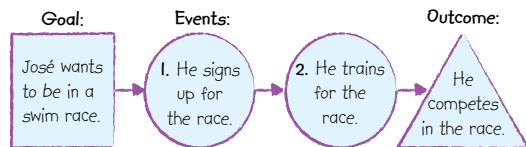


He competes in the big race.

### Map and Talk

You can use a story map to show a goal and the outcome. To make one, write the goal in the square. Write the events in order in the circles. Put the outcome in the triangle.

#### Story Map



#### Talk Together

Tell a partner about a goal and outcome in your life. Your partner makes a story map.

486

Anthology page 486

## Writing

### 7 Write About a Goal and Outcome

Introduce: *You will write a paragraph describing the **goal**, **events**, and final **outcome** you discussed with your partner.* Model the process with "The Big Race."

#### Think Aloud

First, I write the **goal**.

Then I write the important events that happen.

Finally, I write the **outcome**.

#### Write

José wants to enter a swim race.

First, José signs up for the race. Then he trains with the team.

Finally, José competes in a race.

For **Writing Routine 2**, see page BP48.

Have students use the story maps that their partners prepared in **Talk Together** to help them write about the goals and outcomes they discussed. Have partners share their paragraphs and then add them to their Weekly Writing folders.

**WRAP-UP** Form students into pairs. One student names a goal, such as winning a race. The other names the tools. Students then switch roles.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T481m

### Daily Grammar ✓

Point to the past-tense verb *competed* in Marta's question on **Anthology** page 484. Then use page T481o to introduce past-tense verbs.

### Daily Writing Skills ✓

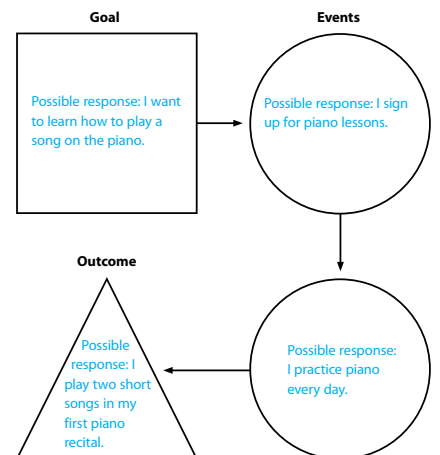
Tell students that a book review expresses a writer's opinion about a specific book. Then use page T481q to introduce reviews.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Story Map

### The Big Race

Make a story map about a goal and outcome in life.



Talk with a partner about how each event relates to the goal and the outcome.

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PM8.2

Unit 8 | Getting There



## OBJECTIVES

**Thematic Connection: Numbers and Operations**

- ✔ Use Academic Words
- ✔ Choose Reading Strategies to Comprehend Literature

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 8


### TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

## MATERIALS

timer



## WARM-UP

Ask: *What is an example of a **unit of measurement** for **distance**?* (Possible response: foot, **meter**, **kilometer**) Then ask: *When would you use these **units of measurement**?*

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *measurement*.

For **Writing Routine 1**, see page BP47.

## Academic Talk

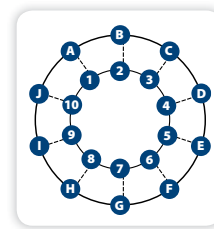
### 1 Express Ideas

Explain: *In a discussion, you can express your ideas by describing your wants, needs, and feelings. Include descriptive words or give examples to explain your ideas.* Model explaining your ideas about a personal goal: *I want to run in a five-**kilometer** race. First, I will sign up for the race. Then I'll train by running every morning. It will feel great when I finally cross the finish line!*

Point out how you clearly stated your goal and how you expressed your ideas and understanding by describing the steps you need to take. Have students express their own personal goals, using an **Inside-Outside Circle**.

- Have students stand in two concentric circles, facing each other.
- Have students in the outside circle explain their ideas and understanding about a personal goal as the partners on the inside listen.
- On a signal, have students trade inside/outside roles.
- On another signal, have students rotate to create new partnerships.

For **Inside-Outside Circle**, see page BP45.



Inside-Outside Circle

## Academic Vocabulary

### 2 More Key Words Anthology page 487

Say: *Let's learn some more words to help us communicate effectively.* Explain and model using

**Vocabulary Routine 1** and the photos in the **Student eEdition** to teach the Key Words.

- **Pronounce the word** and point to its picture: **achieve**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.
- **Define the word:** To **achieve** means to succeed in doing something.
- **Elaborate.** Relate the word to your experience: I **achieve** good grades in math because I do all my homework.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

### Key Words

achieve · direction · estimate  
goal · strategy

## COMMON CORE STANDARDS

### Reading

Read and Comprehend Literature CC.3.Rlit.10

Determine Meaning of Academic Words CC.3.Rinf.4

Read with Fluency to Support Comprehension CC.3.Rfou.4

### Writing

Write Over Shorter Time for Specific Tasks and Audiences CC.3.W.10

### Speaking and Listening

Explain Ideas and Understanding CC.3.SL.1.d

### Language and Vocabulary

Determine Meaning of Words and Phrases CC.3.L.4

Acquire and Use General Academic Words CC.3.L.6

## More Key Words

Use these words to talk about "Running Shoes" and "Two Clever Plans."

### achieve

(i-čhēv) verb



To **achieve** means to get something that you work for. What did this girl **achieve**?

### direction

(du-řek-shun) noun



When you move toward something, you move in that **direction**. The arrow shows the **direction** of the road.

### estimate

(es-tu-māt) verb



When you make a guess about something, you **estimate**. Can you **estimate** how many coins are in the jar?

### goal

(gōl) noun



A **goal** is something that you want to do. His **goal** is to catch the ball.

### strategy

(strā-tu-jē) noun



A **strategy** is a plan for success. She has a **strategy** for winning.

### Talk Together

Make a Vocabulary Example Chart for each **Key Word**. Then compare your charts with a partner's.

Word	Definition	My Example
strategy	a plan	my soccer team's plan to win

Add words to My Vocabulary Notebook.  
NGReach.com

487

### STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

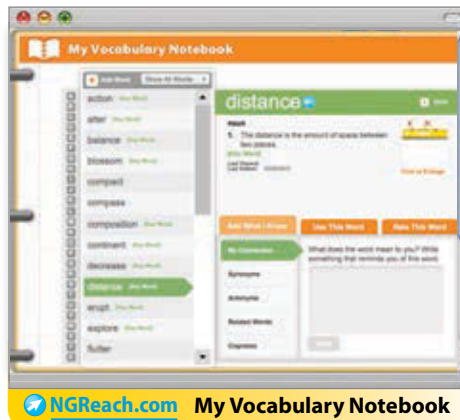
Anthology page 487

Read aloud the instructions and then have partners take turns repeating the routine for each word using page 487. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

### 3 Talk Together Anthology page 487

Read the instructions aloud. Have students make a Vocabulary Example Chart that includes each Key Word. Then have partners take turns sharing definitions and examples of each Key Word. Ask volunteers to share one of their examples with the class.



## Best Practices

**Model Academic Language** If student **Talk Together** discussions reflect too much informal talk, model an academic conversation with or between two students. Then have students echo the model to role-play academic discussions in small groups.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 8** for translations in seven languages. Use cognates for Spanish speakers:

*direction/dirección strategy/estrategia*

### AL Above Level

**ISSUE** Students have already mastered understanding of words in the lesson.

**STRATEGY** Have students add related words for **achieve** to **My Vocabulary Notebook**, such as *achieved, achieving, achiever, or achievement*. Have students use both the Key Word and the related words in sentences.

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners share definitions and examples of Key Words, listen for correct usage.

If students use words incorrectly, ask questions about the words. For example:

- Which word means "a plan to get something done"? (**strategy**)
- Which word means "something you want to do"? (**goal**)
- Which word means "to guess an amount"? (**estimate**)

## Fluency

**Practice Intonation** As partners read aloud José's letter, circulate and listen for correct intonation.

## Daily Language Arts

## Daily Spelling and Word Work ✓

Practice page T481m

## Daily Grammar ✓

Display the illustration on **Anthology** page 489 and say: *José smiled when he remembered the swim race.* Point out that *smiled* and *remembered* are past-tense verbs. Then use page T481o to teach rules for regular past-tense verbs.

## Daily Writing Skills ✓

Tell students that creating outlines can help organize their opinions and evidence. Then use page T481q to practice outlining a review.

## Comprehension

4 Choose Reading Strategies ✓ **Anthology** pages 488–489

Project **Student eEdition** page 488 and read aloud the introduction. Briefly review the different reading strategies listed in the chart. To model the process of choosing a reading strategy about the letter on page 489, think aloud:

- *I want to know what kind of text I'm going to read and what it's about.*
- *I can use Plan and Monitor to note the type of text and to make a prediction.*
- *That **strategy** helps me preview the text and predict what it will be about.*

5 Talk Together **Anthology** page 489

Read aloud the instructions on page 489. Have students read José's letter and pause to use reading strategies. Then have students compare and contrast their reading strategies with a partner. Have them explain how the strategies helped them better understand what they read. Circulate and monitor conversations.

## Check &amp; Reteach

**OBJECTIVE:** Choose Reading Strategies to Comprehend Literature ✓

As students discuss the reading strategies they use to read José's letter, listen to confirm that they understand how to use each strategy. If students have difficulty, ask: *What **strategies** can you use to understand the text? Will asking questions help you understand more? How can making connections to your own life help you understand the letter?*

## Writing

## 6 Write About Reading Strategies

Introduce: *Now you will write an advice column entry about when and how to use reading **strategies**.* Review how to ask for and give advice. Explain that advice columns appear in newspapers, magazines, and Web sites. Readers write letters to ask for advice and the writer gives advice. Model the process.

Think Aloud	Write
<i>First, I write a question that asks for advice.</i>	Dear Amy,  How can I understand why José is thanking his friend?  Phillip
<i>Next, my partner writes advice about which <b>strategy</b> I should use.</i>	Dear Phillip,  You should make an inference. José says that Manuela's support "really meant a lot." I know my friends help me feel better when I'm nervous. Now I know how Manuela helped José.  Amy

For **Writing Routine 2**, see page BP48.



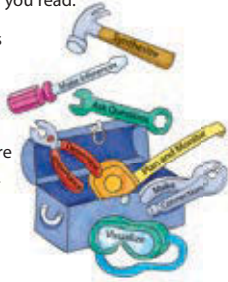
Reading Strategies

- Plan and Monitor
- Ask Questions
- Make Inferences
- Determine Importance
- Make Connections
- Visualize
- Synthesize

## Choose Reading Strategies

Good readers know that they need different strategies to understand different texts. Often, you use more than one strategy. It is important to know which strategies to use and when to use them. As you read:

- Think about the different strategies. Each one is a tool that can help you understand the text.
- Know what you are reading. Some strategies are better than others for different texts.
- Switch or add strategies if you need to. The more you read, the easier it gets to change strategies. Even the best readers switch and add!



When you read, choose a reading strategy to help you understand.

### How to Choose a Reading Strategy

1. Think about what you are trying to understand. I want to know \_\_\_\_\_.
2. Decide which strategy you can use to help you understand. I can \_\_\_\_\_.
3. Think about how the strategy helped you. That strategy helped me \_\_\_\_\_.

### Talk Together

Read José's letter. Tell a partner which reading strategies you used to help you understand the text.

#### Letter

May 27, 2010

Dear Manuela,

It was great to see you at the Junior Olympics. I'm sorry I was unable to talk to you before you left. But I'm glad you were there to cheer me on. I couldn't hear your shouts while I was in the water. I could barely tell if I was swimming in the right **direction**! But, your support really meant a lot. Thank you!

I plan to reenter the Junior Olympics next year. My **goal** is to win the 400-**meter** swim race. Four hundred meters is about a quarter mile. That's a long **distance** to swim at top speed. My trainer **estimates** I'll need to train six days a week to **achieve** the strength I'll need. That's a lot of work!

Mom tells me you plan to rejoin the city swim team. I was unaware that you had dropped out! Mom also told me that you spent the summer in Miami. I'll bet you had some great swims on those sunny beaches!

I'll see you at this year's family reunion. I can hardly wait. Maybe then you could teach me a good **strategy** for long-distance swimming. I'm going to need all the help I can get!

Your cousin,  
José



Point out how you elaborated on the advice you gave by including a reason. Then have each student write a question about which reading strategy they should use as they read José's letter. Have partners exchange papers and write advice that answers their partners' questions. Remind students to explain their ideas and to include reasons that support their advice.

Have students add their advice entries to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty writing sentences to support their advice.

**STRATEGY** Have students write notes about how the strategy can help a reader understand text. Provide a sentence frame to help students write reasons, such as: If you want to understand a text better, you can \_\_\_\_\_. It will help you \_\_\_\_\_.

## WRAP-UP

Have students think about their favorite games. Ask: *Do you use any **strategies** when you play that game?* Have students share their responses with a partner.

## OBJECTIVES

### Thematic Connection: Numbers and Operations

- ✓ Describe Text Structure: Goal and Outcome
- ✓ Choose Reading Strategies to Comprehend Literature

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

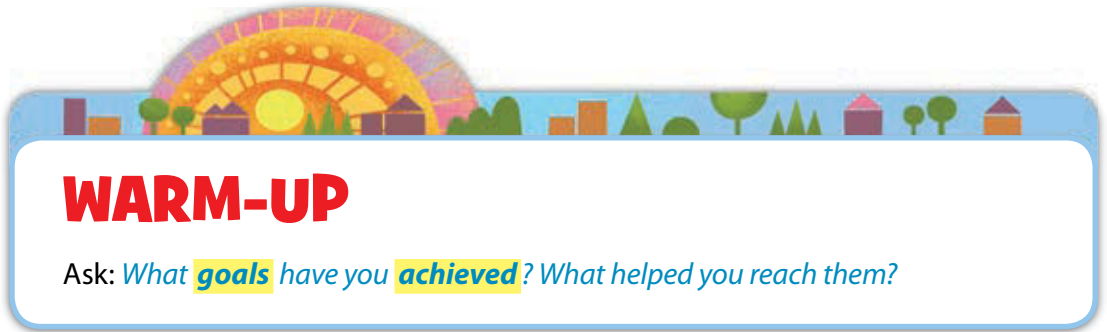
My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2  
Track 19

Comprehension Coach

## MATERIALS

timer • map of Asia • self-stick notes



## Power Writing

Have students write as much as they can as well as they can in one minute about the word *goal*.

For **Writing Routine 1**, see page BP47.

## Vocabulary Practice

### 1 Expand Word Knowledge

Students will practice Key Words by creating Three-Quarter Books. Use **Vocabulary Routine 2** to model how to make an organizer for the word **goal**.

- Write the word.
- Draw a picture.
- Add a definition.
- Add a context sentence inside.

For **Vocabulary Routine 2**, see page BP35.

### Key Words

achieve • direction • distance  
estimate • feet • goal • kilometer  
measurement • meter • motive  
outcome • strategy • unit

Assign a Key Word to each set of partners. After students complete their organizers, have them add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

## Academic Talk

### 2 Preview and Predict

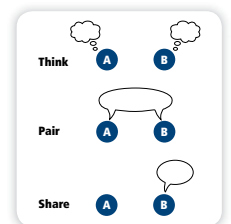
**REVIEW** Remind students that one way they can preview a story is to look at the illustrations and make predictions about the characters and what they will do. Say: *When you discuss your predictions, it is important to express your ideas clearly.*

Model: *On page 491, I see an illustration of a girl running. I read the title of the story. Based on the illustration and the title, I predict that the girl's running shoes will help her win a race.*

Display these Key Words: *achieve, direction, distance, and goal*. Have students use a **Think, Pair, Share** to discuss their predictions about "Running Shoes."

- Students preview the illustrations on **Anthology** pages 490–497 independently.
- Partners discuss the text and share their predictions. Remind students to use Key Words and to express their ideas clearly.
- Individuals share their ideas and predictions with a person from another pair.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

## COMMON CORE STANDARDS

### Reading

Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Distinguish Literal and Non-Literal Language	CC.3.Rlit.4
Read and Comprehend Literature	CC.3.Rlit.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

### Writing

Link Opinions and Reasons	CC.3.W.1.c
Write Over Shorter Time for Specific Tasks	CC.3.W.10

### Speaking and Listening

Discuss Texts, Expressing Ideas Clearly	CC.3.SL.1
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### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6
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# Running Shoes

## Read a Story

### Genre

**Realistic fiction** is a made-up story that sounds like real life. This story is circular. It begins and ends in the same way.

### Character's Motive

A **motive** is the reason a character does something.

Once a year, a man came from the city in a red jeep. The village people called him the number man. **He counted the number of people in the village for the government.**

This character comes to the village because he wants to do his job. That's his motive.



by Frederick Lipp  
illustrated by Jason Gaillard

## STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Comprehension Coach

490

Anthology  
pages 490–491

## Reading

### 3 Read a Story Anthology pages 490–491

**GENRE** Have a volunteer read the definition of realistic fiction. Trace a circle and say: *This is a circular story because the story starts and ends in the same place.*

**CHARACTER'S MOTIVE** Use a Word Map to teach **motive**. Ask a volunteer to read the definition of character's motive. Remind students of a character's motive in a familiar story: *In "Those Shoes," Jeremy's motive is to have shoes like his friends.*

**SOCIAL STUDIES BACKGROUND** Share information to build background:

- Display a map of Asia and point to the country of Cambodia. Explain: *This story takes place in a small village of Cambodia. Cambodia is located in southern Asia.*
- *To attend school, some children in Cambodia must go several miles by foot.*

Have students read pages 492–497. See **Differentiate**

## Differentiate

### BL Below Level

**FRONTLOAD** Preview and discuss the illustrations. Then read aloud the story and use the questions to build comprehension.

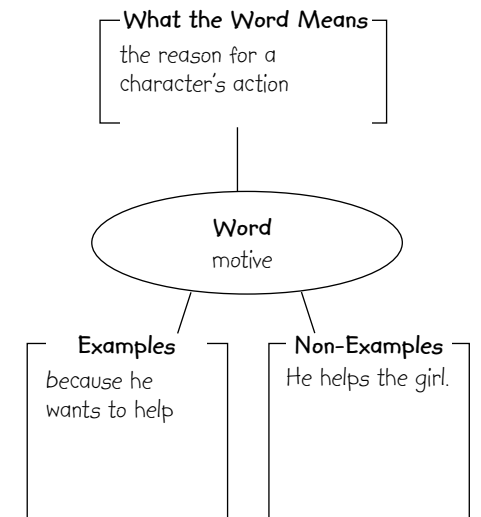
### OL On Level

**READ TOGETHER** Have partners read the story together. Use the questions to build comprehension.

### AL Above Level

**READ INDEPENDENTLY** Have students take notes about the girl's goal and outcome as they read silently, to build comprehension.

## Word Map





**1** **Set a Purpose**  
Find out why Sophy wants a pair of running shoes.

Sophy lived in a land where it was nearly always hot and sunny. When it finally rained, it rained for days and nights without end.

One terribly hot day, Sophy squinted her eyes against the blinding sun. The air was still. Suddenly, a noise like bees **swarming** from a tree grew louder and louder. The pig began **snorting**. The chickens **cackled**.

Sophy sat up straight like a **bamboo shoot**. “Must be the number man’s jeep,” she thought as she rubbed her eyes. **2**



**In Other Words**  
**swarming** flying in a group  
**snorting** breathing loudly  
**cackled** made loud noises  
**bamboo shoot** tall plant

492

Once a year, a man came from the city in a red jeep. The village people called him the number man. He counted the number of people in the village for the government.

After **making the rounds**, the number man stopped at Sophy’s house. “How many people live here?” he asked.

“Two,” Sophy answered. “My mother and I.”

“Let’s see, that comes to one hundred fifty-four people in the village. Last year there were . . .” The number man stopped. He had heard that Sophy’s father had died because there was no doctor or hospital near the village. **SN AL**



**In Other Words**  
**making the rounds** counting all the other people

493

**Anthology**  
pages 492–493

## Best Practices

**Choose a Variety of Reading Strategies** Display a menu of reading strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, and Synthesize.

As students read “Running Shoes,” encourage them to select reading strategies that will help them comprehend the text. For example, ask:

- *What details in the text can help you visualize Sophy running to school?*
- *What questions do you have about Sophy’s secret wish as you read the text? Where can you look for answers?*
- *Do the ideas about Sophy going to school remind you of something else in your own life? You can put the ideas together to make a connection.*
- *After reading the text, what generalization about Sophy’s **goal** can you make?*

## Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement. Discuss the reasons Sophy might want a pair of running shoes.
- 2 Ask Questions** ✓ *After reading about the number man, what questions do you have?* (Possible response: I wonder why he is in the village. I read that he counts people for the government. So it must be time for him to count people in Sophy’s village.)
- 3 Visualize** ✓ *What do you visualize when you read about the number man measuring Sophy’s footprints on page 493?* (Possible response: I read that the number man rubs his chin as he mumbles numbers to himself. I picture the number man thinking. Now I understand that the number man is planning a special surprise for Sophy.)

## Differentiate

### **SN** Special Needs

**ISSUE** Students have difficulty staying engaged in or concentrating on story text.

**STRATEGY** Provide self-stick notes for students so they can respond to the text as they read with questions, predictions, visualizations, and other reading strategy notes.

### **AL** Above Level

**ISSUE** Students read so quickly that they miss important details in the story text.

**STRATEGY** Have students stop at regular intervals to take notes about the reading strategies they have used and the information they learned from the text.



Sophy stared at the man's shoes.  
 "Ah, you have never seen running shoes before?" the man asked.  
**Sophy blushed.** She thought about **her secret wish.** Her wish felt far, far away like a **hawk lazily soaring** in circles in the sky. Deep in her heart she knew her wish would come true if she had a pair of shoes like the number man's.  
 "Walk with me to the river," the number man said.

In Other Words  
**Sophy blushed.** Sophy's face turned red.  
**her secret wish** one thing that she really wanted  
**hawk lazily soaring** bird flying slowly

"Stick your feet into the clay. Now step out." Sophy liked the warm feeling of mud **squishing** between her toes.  
 The number man took a stick with lots of numbers from his pocket. He **measured** Sophy's footprints.  
 Then the number man rubbed his chin as he **mumbled** numbers to himself. "Let's see. . . . In about a month, you will receive a surprise." **3**



In Other Words  
**squishing** moving  
**measured** checked the length of  
**mumbled** quietly said

## Mini Lesson

### Analyze Language

**Explain:** *Authors often use language that does not mean exactly what the words say. On page 492, the text reads: "Sophy sat up straight like a bamboo shoot." The author chose these words to help the reader imagine how Sophy looks. Authors can also choose words that help you visualize how something sounds and feels.*

Reread the second paragraph on page 492. Ask: *What does the author mean by "terribly hot day?"* (The day is very hot.) Ask: *Is it really a hot day?* (Yes.) Say: *This is an example of literal language because the words mean what they say.*

Ask: *What does the author mean by "blinding sun?"* (The sun is very bright.) *Is the sun really blinding Sophy?* (No.) Explain that this is an example of non-literal language that helps the reader imagine how bright the day is.

Read aloud the following phrases from the story and have the class distinguish literal from non-literal language:

- *a noise like bees swarming from a tree* (non-literal)
- *The pig began snorting.* (literal)
- *warm feeling of mud* (literal)

Discuss how the language helps readers imagine how things look, sound, and feel. Then encourage students to distinguish literal from non-literal language as they read the rest of the story. Prompt them to use the meaning of the language to visualize the story.

## Fluency

**Practice Intonation, Accuracy, Rate** As students read, monitor their intonation, accuracy, and rate.

## Answers Before You Move On

- 1. Character's Motive** Sophy wants to be able to run the long distance to school. Her secret wish is to go to school.
- 2. Make Inferences** Possible response: I read that Sophy's father showed her how to write words. I know that a parent taking time to spend with his child shows how much he cares and what he thinks is important. And so I know Sophy's father was caring and he thought that learning to read was important.

## Daily Language Arts

## Daily Spelling and Word Work ✓

Practice page T481n

## Daily Grammar ✓

Point out the verb *stopped* in the last paragraph on **Anthology** page 493. Then use page T481p to teach more regular past-tense verbs.

## Daily Writing Skills ✓

Remind students that they should always include relevant details when they are writing a review. Then use page T481r for practice writing reviews.

## Read and Build Comprehension

- 1. Make Connections** ✓ According to page 497, what did Sophy and her father do together? What connection can you make to your own life? (Possible response: This part is about Sophy learning from her father. I think of how my father helps me with spelling. Now I understand that Sophy must have enjoyed learning from him.)
- 2. Analyze Character's Actions** *What does Sophy do when she puts on the running shoes?* (She bounces up and down.) *How do Sophy's actions show how she is feeling?* (This action shows how excited Sophy is.)
- 3. Explain Goal and Outcome** ✓ *What steps does Sophy take toward her goal of going to school?* (Sophy gets running shoes and tells her mother how much she wants to go to school.)

## Differentiate

## EL English Learner

**ISSUE** Students understand the goal and steps toward the outcome but lack the language skills to express them.

**STRATEGY** Ask students forced-choice questions, such as: *Is Sophy's goal to run eight kilometers or to go to school?* (go to school) *Which step helps Sophy reach her goal: she gets running shoes or she jumps up and down?* (Sophy gets running shoes.)

## SN Special Needs

**ISSUE** Students fail to make connections between goals, actions, and outcomes.

**STRATEGY** Identify a goal, such as "Sophy wants to go to school," and then name details. Have students give a thumbs up if it is a step toward meeting the goal or a thumbs down if it is not.

## Check &amp; Reteach

**OBJECTIVE:** Describe Text Structure: Goal and Outcome ✓

Monitor students' answers to comprehension questions about goal and outcome.

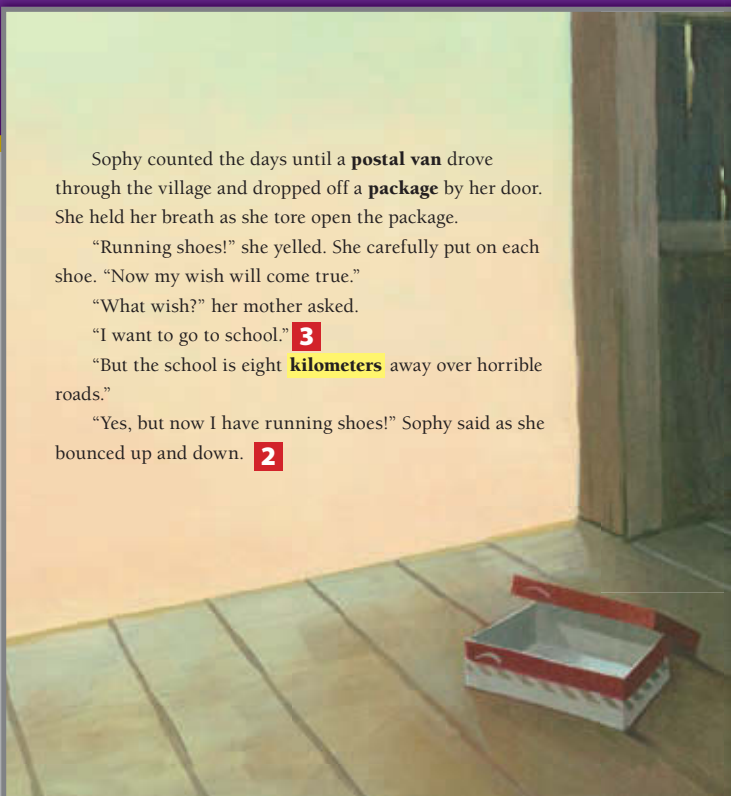
If students have difficulty identifying how story events lead toward the outcome, prompt analysis by asking: *What would you do if you were Sophy? What might happen if you did that? How do the running shoes help Sophy go to school? How does Sophy's conversation with her mother on pages 496–497 get her closer to her goal?* Have students look for more steps that will lead to the outcome.

**OBJECTIVE:** Choose Reading Strategies to Comprehend Literature ✓

The comprehension questions have addressed a variety of reading strategies. Monitor students' responses to confirm that they understand how to use each strategy.

If students have difficulty explaining how a certain strategy helps them understand the story, provide a sentence frame: When I \_\_\_\_\_, it helps me to understand \_\_\_\_\_.





Sophy counted the days until a **postal van** drove through the village and dropped off a **package** by her door. She held her breath as she tore open the package.

“Running shoes!” she yelled. She carefully put on each shoe. “Now my wish will come true.”

“What wish?” her mother asked.

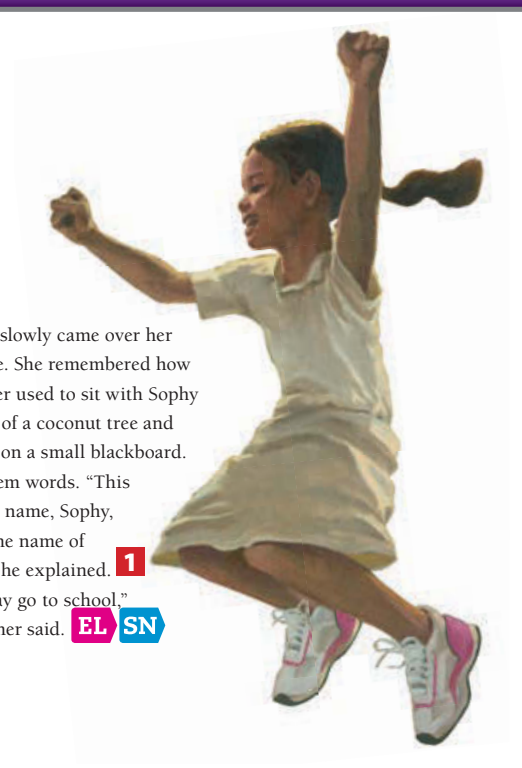
“I want to go to school.” **3**

“But the school is eight **kilometers** away over horrible roads.”

“Yes, but now I have running shoes!” Sophy said as she bounced up and down. **2**

In Other Words  
**postal van** mail truck  
**package** box

496



A smile slowly came over her mother’s face. She remembered how Sophy’s father used to sit with Sophy in the shade of a coconut tree and write marks on a small blackboard. He called them words. “This word is your name, Sophy, and this is the name of our village,” he explained. **1**

“You may go to school,” Sophy’s mother said. **EL SN**

► **Before You Move On**

- 1. Character’s Motive** Why does Sophy want her own pair of running shoes? How are they part of her secret wish?
- 2. Make Inferences** What do you know about Sophy’s father? How would you describe him?

497

**Anthology**  
 pages 496–497

## Writing

### 4 Write About a Character’s Motives

**REVIEW** Ask: *What is a character’s **motive**?* (the reason for his or her actions) Say: *Now you will write sentences describing a character’s **motive** from the story.* Model:

**Think Aloud**

*First, I write a sentence about a character’s action.*

*Then I write a sentence to tell the character’s **motive**.*

**Write**

The number man sends Sophy a pair of running shoes.

I think that the number man wants to help because he knows Sophy’s father died.

For **Writing Routine 2**, see page BP48.

Have students write their own sentences describing a character’s motive. Have students add them to their Weekly Writing folders.

See **Differentiate**

## Differentiate

**BL** **Below Level**

**ISSUE** Students have difficulty writing about the sensory details of the illustration.

**STRATEGY** Have students review a sentence telling what a character does. Ask: *Why does the character do this?* Guide students to list a motive.

**AL** **Above Level**

**ISSUE** Students want to strengthen their opinion sentences, but are not sure how to do it.

**STRATEGY** Have students support their opinions with at least two reasons or examples of specific evidence from the text.

## WRAP-UP

Have partners discuss reasons people help others. Ask: *Have you ever helped someone **achieve** a **goal**? Why did you do that?*

## OBJECTIVES

### Thematic Connection: Numbers and Operations

- ✓ Describe Text Structure: Goal and Outcome
- ✓ Choose Reading Strategies to Comprehend Literature

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2  
Tracks 20–21

My Vocabulary Notebook  
Comprehension Coach

## MATERIALS

timer • thesaurus • dictionary

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *strategy*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

Recount Stories	CC.3.Rlit.2
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Explain How Illustrations Contribute to Text	CC.3.Rlit.7
Read and Comprehend Literature	CC.3.Rlit.10
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

### Writing

Use Description	CC.3.W.3.b
Write Over Shorter Time for Specific Tasks	CC.3.W.10

### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6
--	----------

## WARM-UP

Have small groups list all the ways numbers and measurement are used in "Running Shoes." Groups can share their responses with the class.

## Vocabulary Practice

### 1 Share Word Knowledge ✓

**REVIEW** Have students use the Three-Quarter Books they made on Day 3. Review what the organizers show.

Pair each student with a partner who studied a different Key Word. Have partners follow

#### Vocabulary Routine 3.

- Have partners take turns reading their organizers.
- Encourage partners to talk about how the pictures show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Have each student add the sentences to **My Vocabulary Notebook**.

For **Vocabulary Routine 3**, see page BP36.

### Key Words

achieve · direction · distance  
estimate · feet · goal · kilometer  
measurement · meter · motive  
outcome · strategy · unit

## Academic Talk

### 2 Summarize Reading

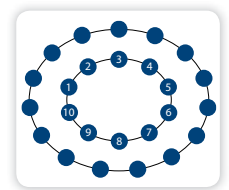
**REVIEW** Remind students: *When you recount a story, give the key details and include the story's central message. You should use time-order signal words, such as after, next, and then, to summarize the events in a clear order.*

Explain that students will use Key Words to recount what they have read of "Running Shoes."

Write these Key Words: *achieve, distance, goal, kilometer, measurement*. Use a **Fishbowl** to help students summarize.

- Have students on the inside summarize pages 492–494.
- Have students on the outside listen for Key Words, details from the story, and time-order words that signal the story sequence.
- Have groups change positions. The new inside group summarizes pages 495–497, building on the central message presented by the first group.

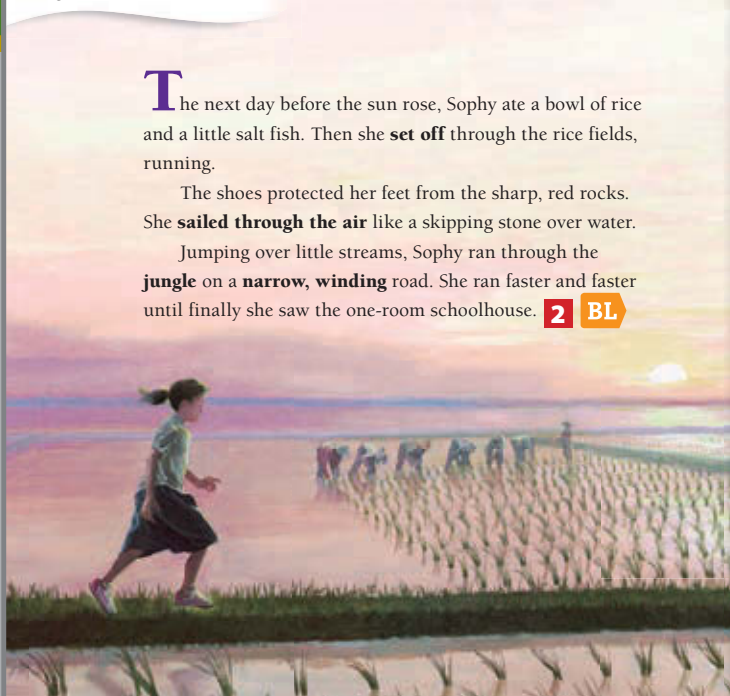
For **Fishbowl**, see page BP45.



**Fishbowl**

**1 Predict**

What will happen when Sophy goes to school?



The next day before the sun rose, Sophy ate a bowl of rice and a little salt fish. Then she **set off** through the rice fields, running.

The shoes protected her feet from the sharp, red rocks. She **sailed through the air** like a skipping stone over water.

Jumping over little streams, Sophy ran through the **jungle** on a **narrow, winding** road. She ran faster and faster until finally she saw the one-room schoolhouse. **2 BL**

**In Other Words**  
**set off** went  
**sailed through the air** moved quickly  
**jungle** plants and trees  
**narrow, winding** thin, twisting

498

Children's **sandals** were lined up outside the door. Sophy **hurriedly** untied her running shoes, placed them by the door, and walked barefoot into the schoolroom.



"My name is Sophy. I want to learn how to read and write."

The class, all boys, **giggled**.

"Quiet," the teacher said. "Come, you are welcome here. Where did you come from?"

"Andong Kralong."

The teacher **gasped**. "That is eight kilometers away!"

"Yes, Miss, but I have running shoes!" **3 EL**



**In Other Words**  
**sandals** open shoes worn in warm weather ▶  
**hurriedly** quickly  
**giggled** laughed quietly  
**gasped** was surprised



499

**STUDENT TECHNOLOGY**

Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

**Anthology**  
 pages 498–499

# Reading

## 3 Read and Build Comprehension

- 1 Plan and Monitor: Predict** ✓ Read aloud the predict question. Have students think about Sophy's motives as they predict what will happen.
- 2 Synthesize: Draw Conclusions** ✓ Say: *The story says that Sophy runs over sharp rocks, jumps over streams, and runs through the jungle. What conclusion can you draw from these clues?* (It's a long, difficult journey to school. Sophy is athletic and excited about going to school.)
- 3 Make Inferences** ✓ *Why do the boys giggle at Sophy?* (Possible response: I read that there are only boys in class. I know that kids sometimes laugh at someone who is different. And so they must have laughed because Sophy is a girl.)

## Differentiate

### BL Below Level

**ISSUE** Students draw conclusions that are not supported by the text.

**STRATEGY** Challenge students to point out similar details in the text. Ask: *What conclusion, or bigger idea, do both of these details tell about?*

### EL English Learners

**ISSUE** Students lack language proficiency to describe inferences they make.

**STRATEGY** Provide sentence frames: I read \_\_\_\_\_. I know \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## Fluency

**Practice Intonation, Accuracy, Rate** As students read, monitor their intonation, accuracy, and rate.



## Mini Lesson

## Use Visuals

Explain: *Mood is the overall feeling in a piece of writing, such as happy, sad, hopeful, or worried. Details in story illustrations, such as colors, characters' expressions, and body posture, can add to descriptions in the text to create a mood.*

Display the illustration of Sophy running on **Student eEdition** page 498.

Ask: *What do you think Sophy is feeling in this picture?* (Possible response: She is excited and nervous.) Model identifying details that create mood in the illustrations: *The details of the picture include warm colors, such as yellows, oranges, and yellowish greens, to show the early morning sky. The illustration also shows the upright, forward posture of Sophy's body as she runs. These details help to set the mood of hope and excitement.*

Next, display the illustration of Sophy running on **Student eEdition** page 500. Ask: *What do you think Sophy is feeling in this picture?* (Possible response: She feels determined to beat the boys.) *What details in the illustration add to the mood?* (Possible response: She runs with a greater stride. The colors are bright.)

Guide students to compare the two illustrations of Sophy running, discussing how the details in the illustrations change the mood. Ask: *What is the mood of the brighter colors?* (Possible response: hopeful) *What is the mood with the warmer colors?* (Possible response: excitement) *How does the position of Sophy's arms give you clues about the mood?* (Sophy raises her arms while running after she becomes confident at school.)

To check understanding, have students identify details in the illustration of Sophy in class on page 499. Ask:

- *How is Sophy feeling?* (embarrassed, shy)
- *What details in the illustration show Sophy's body language or expression?* (Sophy has her hands drawn close to her body and she is looking away from the boys. She looks unhappy.)
- *What expressions are on the boys' faces?* (The boys look interested and amused.)
- *What mood is described through these details?* (nervousness)

As students continue reading the selection, have them look for details in the illustrations that contribute to the mood of the story.

The boys covered their teeth as they laughed. Tears rose in Sophy's eyes. "I want to learn how to read."

"But you're a girl," one boy whispered.

Sophy **pulled all her courage together** like a green

**1** snake ready to **strike**. She waited for the right time to speak.

After school, Sophy tied on her running shoes with three knots in each shoe. She looked over at the boys and said, "If you think you are so smart, try to catch me."



In Other Words  
**pulled all her courage together** became brave enough to do something  
**strike** bite

500

The boys pushed and shoved each other out of the way. They ran after Sophy. No one could catch her.

The next morning, Sophy woke **before the rooster's first call**. **Her head start** allowed her to arrive at school before there were any sandals lined up at the door. When the boys **paraded** into the classroom, they smiled shyly.

They remembered how Sophy had won the race.

From that day on, Sophy learned many subjects taught at the one-room schoolhouse. **2 3 BL AL**



In Other Words  
**before the rooster's first call** very early  
**Her head start** Leaving early  
**paraded** came

501

► **Before You Move On**

- 1. Summarize** Use your own words to tell what happens on Sophy's first day at school. Was your prediction right?
- 2. Character's Motive** Why did Sophy challenge the boys to a race?

Anthology  
pages 500–501

## Read and Build Comprehension

- 1 Visualize** ✓ *What do you visualize when you read about Sophy trying to be brave on page 500?* (Possible response: I read she was "like a green snake ready to strike." I picture a deadly snake waiting for the right moment to show its strength. Now I understand that Sophy is waiting for the right time to show the boys her strength.)
- 2 Explain Goal and Outcome** ✓ *What steps does Sophy take to achieve her goal of going to school?* (She runs eight kilometers every morning.)
- 3 Determine Importance** ✓ *Which is the most important event on pages 500–501?* (Possible response: This part is about Sophy's race against the boys. I want to know more about why Sophy races them. The boys remember the race later so I learn how important it is that Sophy earns the boys' respect.)

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty distinguishing between important and unimportant ideas.

**STRATEGY** Leave out unimportant ideas as you read a section of text aloud. Then have students reread the whole section, and identify the details that were left out. Have students explain why the left-out details were not necessary to understand the main idea.

### AL Above Level

**ISSUE** Students analyze goal and outcomes in simplistic terms.

**STRATEGY** Invite partners to discuss other steps that Sophy can take to meet her goal.

## Answers Before You Move On

- 1. Summarize** Possible response: The boys laugh at Sophy because she is a girl, but she wins a race against them after school. My prediction was partly correct.
- 2. Character's Motive** Possible responses: She wants to prove she deserves to be at school, too. She wants the other students to respect her.

## 1 Predict

The number man comes to the village again. What will Sophy do?

One morning a year later, Sophy was sitting with her mother when they saw a cloud of dust suddenly rise over the hill.

The pig began snorting. The chickens cackled.

It was the number man coming in his red jeep.

In that moment, the first **sprinkle** of rain made little circles in the river. The circles grew larger. **Monsoon** was beginning.

Sophy looked up at the gathering clouds and thought she would be cooler in her daily race to school.

In Other Words  
**sprinkle** small drops  
**Monsoon** The rainy season

502

The number man counted everyone in the village. At the end of the day, he arrived at Sophy's house. The number man looked down at Sophy's bare feet. "Where are your running shoes?" he asked. **2**

Sophy smiled and put her hands on her hips. "I only wear my running shoes when I go to school," she said. **3 BL AL**

They both laughed.

"I have something for you this time," Sophy said. "Follow me."



503

Anthology  
 pages 502–503

## Read and Build Comprehension

- 1 Plan and Monitor: Predict** ✓ Read aloud the predict question. Have students preview the illustrations and make predictions based on what has happened in the story.
- 2 Analyze Character's Actions** *What does the number man do when he sees Sophy?* (He asks about her running shoes.) *What does this action show about the number man?* (He cares about Sophy and her **goal**.)
- 3 Make Inferences** ✓ *Why does Sophy only wear her shoes to school?* (I read that Sophy is not wearing any shoes. I know that the shoes are very special to her. So, I think Sophy is saving them for the important trip to school.)

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty remembering details necessary to support inferences.

**STRATEGY** Focus on words that show a character's emotions and actions. Reread the sentence on page 503 where Sophy answers the number man's question. Point out "Sophy smiled" and "when I go to school." Then ask, *How does Sophy feel about school?* (Sophy is happy.) *How do you know?* (She smiles.)

### AL Above Level

**ISSUE** Students make lots of inferences, but they are not all supported by the text.

**STRATEGY** Have students identify the specific evidence in the text on which they base each of their inferences. Explain that they may also use prior knowledge for support.





In Other Words  
**bubbling** making soft sounds  
**wiggling her toes** quickly moving her toes up and down

504

They walked to the side of the river. Sophy held a bamboo stick and scratched words into the clay:

Thank you for the running shoes.  
 Now I can read and write.

Everything was so quiet that Sophy could hear the stream **bubbling** around the stones. She looked down and said shyly, “One day I want to help my people build a school and . . .”

“What?” the number man asked.

“I want to be the teacher,” Sophy said, smiling and **wiggling her toes** in the mud. ❖ **4 5**

► **Before You Move On**

- 1. Confirm Prediction** Was your prediction correct? What does Sophy do when the number man returns?
- 2. Genre** Tell why you think “Running Shoes” is a circular story.

Anthology page 504

- 4 Explain Goal and Outcome** ✓ *How does Sophy **achieve** her **goal**? (She goes to school. She learns to read and write.) **What events lead to the **outcome****? (The number man sends Sophy shoes. She runs eight **kilometers** to school every day. She earns her classmates’ respect.)*
- 5 Analyze Character’s Motive** *Why do you think Sophy wants to be a **teacher**? (Possible response: Sophy likes school and wants to share her love of learning. She wants to help other children in her village.)*

## Check & Reteach

**OBJECTIVE:** Describe Text Structure: Goal and Outcome ✓

Check for accurate responses to the comprehension questions about goal and outcome. If students have difficulty, have them review Sophy’s actions. Ask: *What does Sophy want to do? What does she do to meet that **goal**? What is the final **outcome**?*

**OBJECTIVE:** Choose Reading Strategies to Comprehend Literature ✓

Check for accurate responses to the comprehension questions about reading strategies. If students have difficulty, model asking questions that relate to one or more of the strategies, for example: *I want to understand why Sophy stops talking right before explaining her new **goal** on page 504. Which reading **strategy** could help me? (making connections) **What can this help me understand?** (Possible response: Sometimes I have trouble talking about something I feel shy about, too. This helps me understand that Sophy stops talking because she feels shy about her new **goal**.)*

## Answers Before You Move On

- 1. Confirm Prediction** Possible response: My prediction was not confirmed. Sophy writes in the sand and tells the number man her new **goal**.
- 2. Genre** These things happen in the beginning and end of the story: There is a cloud of dust, pigs snort, chickens cackle, and the number man shows up in his red jeep.

Meet the Author

Frederick Lipp



Sophy is a fictional character, but her story is real for many Cambodian girls. Frederick Lipp wrote "Running Shoes" to show how difficult it is for girls like Sophy to get an education.

To help educate girls in rural Cambodia, Mr. Lipp created an organization called the Cambodian Arts and Scholarship Foundation. The program gives girls in poor villages the money and support they need to go to school. Mr. Lipp visits Cambodia twice a year to check his organization's progress and visit with students.



◀ Frederick Lipp with students in Cambodia

Writer's Craft

The author uses vivid words such as *blushed*, *squishing*, and *giggled* to describe how things look, feel, or sound. Find two of your favorite vivid words from the story. Then write a sentence using the words.

505

Anthology page 505

## Best Practices

**Encourage Elaboration** As students answer questions, use general prompts:

- *What do you mean by that?*
- *Can you give some details to explain what you mean?*
- *Can you make a connection to what someone else said?*

## 4 Meet the Author Anthology page 505

Have students read the biography. Explain: *Frederick Lipp's first children's book, "The Caged Birds of Phnom Penh," also took place in Cambodia. He learned more about the needs of girls in Cambodia after visiting the country in 2001.*

After students read the biography, build comprehension:

- **Make Connections** *What part of "Meet the Author" can you connect to your own life?* (Possible response: This part is about the Cambodian Arts and Scholarship Foundation. I think about a scholarship I saw on the news that gives money to people for college. Now I understand that the scholarship gives money so that girls can go to school.)
- **Paraphrase Text** *Use your own words to paraphrase the last sentence in "Meet the Author."* (Possible response: Mr. Lipp goes back to Cambodia twice a year to meet with students and see how his organization helps schools.)
- **Explain Goal and Outcome** *What is Mr. Lipp's goal, and what is the outcome of that goal?* (Possible response: Mr. Lipp's goal is to help educate girls in rural Cambodia. He created a foundation to help girls in poor villages. As an outcome, his foundation is helping many girls go to school.)
- **Ask Questions** *After reading the biography, what questions do you have about Frederick Lipp?* (Possible responses: I wonder why Lipp wrote this story. I read that he wanted people to know how difficult it is for girls in Cambodia to go to school. So, I think he wrote this story to tell others about this problem. Now I wonder what I can do to help.)

# Writing

## 5 **Writer's Craft** Anthology page 505

Read aloud the instructions for the Writer's Craft feature on page 505. Explain: *Like many good writers, Frederick Lipp uses vivid words to describe how things look, feel, and sound. First, look for examples of vivid words in the story. Think about how words describe what you see, feel, and hear. Then use the words to write your own descriptions.*

Then model writing sentences that use vivid words.

Think Aloud	Write
<i>I will use the vivid story words wiggling and bubbling. First, I start my sentence with one of the words.</i>	Wiggling my fingers over the piano keyboard,
<i>Next, I complete the sentence using another vivid word.</i>	I am bubbling with excitement as I wait for the concert to begin.

For **Writing Routine 2**, see page BP48.

Have partners look for vivid words in the story. Then have them work independently to write descriptions using vivid words. Have students add their sentences to their Weekly Writing folders.

See **Differentiate**



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T481n

### Daily Grammar ✓

Point out the past-tense verb *walked* in the first sentence on **Anthology** page 504. Then use page T481p to practice using regular past-tense verbs.

### Daily Writing Skills ✓

Remind students that reviews share what a writer likes or dislikes about a book or a movie. Then use page T481r to practice revising a review.

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty writing sentences with vivid words.

**STRATEGY** Have students think about all five senses as they identify a vivid word from the story. For example, if students choose the word *bubbling*, they can imagine a bath bubbling and visualize the sights, smells, touch, sounds, and taste of the bubbles. Remind students that even if they do not write about all five of the senses, they can still imagine these details as they write their descriptions.

### AL Above Level

**ISSUE** Students need more challenge in writing a sentence with vivid words.

**STRATEGY** Have students use their own vivid words to create additional sentences that describe how the thing looks, feels, or sounds.



## WRAP-UP

Ask students if they would run eight kilometers to school everyday, like Sophy does in "Running Shoes." Have students discuss their ideas with a partner.



# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Numbers and Operations

- ✓ Describe Text Structure: Goal and Outcome
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM8.5
- Story Map: Practice Master PM8.6
- Fluency Practice: Practice Master PM8.7

### TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 15

## MATERIALS

timer • index cards

## Power Writing

Have students write as many colorful words as they can as well as they can in one minute about the word *distance*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

Recount Stories	CC.3.Rlit.2
Explain Characters' Actions	CC.3.Rlit.3
Refer to Parts of Stories	CC.3.Rlit.5
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

### Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
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### Speaking and Listening

Discuss Texts, Building on Others' Ideas	CC.3.SL.1
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### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words and Use Words that Signal Spatial and Temporal Relationships	CC.3.L.6
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## WARM-UP

Display the Key Words. Then set a timer for one minute and have students use Key Words to write as many sentences as they can about "Running Shoes."

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **outcome**, **motive**. Point out the other Key Words on **Student eEdition** page 506. Then have students apply their knowledge of the Key Words to play "You Made That Up!" a vocabulary game in which they decide which of three definitions is the correct one for a word.

- Divide the class into small groups, and ask groups to write each Key Word on a separate card. Then have them write the definition for each word.
- Have each group make up two wrong definitions for each word and add the two wrong definitions to the card.
- Call on a volunteer to read a vocabulary word and all three definitions. Then ask students in another group which definition is correct.
- If that group chooses the correct definition, the group gets one point. Then that group reads a Key Word and three definitions.
- If the group chooses the wrong definition, another group can say, "You made that up!" Then that group reads the correct definition, gets a point, and then reads a Key Word and three definitions.

Provide a sample set of definitions to get students started. The game continues until the correct definitions for all Key Words have been identified. The group with the most points wins.

For **More Vocabulary Routines**, see pages BP41–BP43.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.

### Key Words

achieve • direction • distance  
estimate • feet • goal • kilometer  
measurement • meter • motive  
outcome • strategy • unit

### achieve

- try to do something
- get something you want
- fail at getting something



Key Words	
achieve	kilometer
direction	measurement
distance	meter
estimate	strategy
feet	unit
goal	

## Talk About It

1. How do you know that the story is realistic fiction?

I know that it is realistic fiction because \_\_\_\_\_.

2. Suppose Sophy **asks for advice** on her first day of school. A classmate **gives advice**. What might the classmate say?

Sophy: Do you know \_\_\_\_\_? Should I \_\_\_\_\_?  
Classmate: You should/should not \_\_\_\_\_.

3. When Sophy goes to school, how do the boys treat her? What makes them change?

The boys \_\_\_\_\_. They change when \_\_\_\_\_.

Learn test-taking strategies.  
[NGReach.com](http://NGReach.com)

## Write About It

Imagine you are Sophy. Write a journal entry to your father. Explain how the running shoes helped you **achieve** your **goal** of going to school. Use **Key Words**.

Hi, Dad,  
My running shoes \_\_\_\_\_.



506

### STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

[NGReach.com](http://NGReach.com)

Anthology page 506

## Academic Talk

### 2 Talk About It Anthology page 506

Have partners use the Key Words to discuss the **Talk About It** questions on **Student eEdition** page 506. Remind students to build on others' ideas and to express their ideas clearly when they describe the characters' actions and motives.

Then use the test-taking strategy lesson from [NGReach.com](http://NGReach.com) and **Practice Master PM8.5** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 506

Read aloud the directions on page 506. Remind students that because Sophy's father died, they will write journal entries instead of letters. Tell students to use the sentence frame to begin a journal entry to Sophy's father.

Model using Key Words as you write the first sentences of your journal entry:

Hi, Dad,  
My running shoes have helped me go the eight kilometers to school every day. I would not be able to travel that distance without the shoes.

Have students add their journal entry to their Weekly Writing folders.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Test page T481m

### Daily Grammar ✓

Write the sentence: I finished my homework. Point out the past-tense of *finish* is formed by adding *-ed*. Then use page T481p to review and assess regular past-tense verbs.

### Daily Writing Skills ✓

Remind students that a good book or movie review contains details about the book or movie being reviewed. Then use page T481r to review and assess students' understanding of writing reviews.

## Answers Talk About It

- 1. Realistic Fiction** Possible response: I know that the story is realistic fiction because a real person could **achieve** a similar **goal**.
- 2. Ask for and Give Advice** Possible response: Sophy: Do you know what time school starts? Should I come earlier? Classmate: You should allow a few minutes to get settled, so get here at 7:45.
- 3. Characters' Motives** Possible response: The boys laugh at Sophy when she first comes to school. They change when Sophy beats them in a race, running a great **distance** in front of them.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Test-Taking Strategy Practice

#### Skip and Return to Questions

Directions: Read each question about "Running Shoes." Choose the best answer.

#### Sample

- The class giggles at Sophy. What can you infer?
  - They giggle because Sophy is a girl.
  - Ⓐ They giggle because Sophy wears running shoes.
  - Ⓑ They giggle because Sophy is from Andong Kralong.
  - Ⓒ They giggle because Sophy walks barefoot into the classroom.
- What happens after Sophy's first day of school?
  - Sophy wins a race against the boys.
  - Ⓐ Sophy's father teaches her to read her name.
  - Ⓑ Sophy announces that she wants to learn to read.
  - Ⓒ The postal van drops off a package by Sophy's door.
- What does Sophy's mother think of when she lets Sophy go to school?
  - Ⓐ the eight kilometers Sophy will have to run everyday
  - Sophy and her father
  - Ⓑ Sophy's new shoes
  - Ⓒ the number man

How did you use the test-taking strategy to answer the question?

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For use with TE p. T506

PM8.5

Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.5

Differentiate

**EL** English Learners

**ISSUE** Students lack the language skills to summarize the story.

**STRATEGY** Provide sentence frames for students to help them as they summarize: Sophy wants to \_\_\_\_\_. First, \_\_\_\_\_. Then, \_\_\_\_\_. In the end, she \_\_\_\_\_.

**BL** Below Level

**ISSUE** Students have difficulty completing the story map.

**STRATEGY** Review Sophy's goal listed on the story map, and ask: *What does Sophy do to achieve her goal?* Have partners identify details in the story and discuss whether they are steps that lead to the outcome.

**AL** Above Level

**ISSUE** Students are ready to work independently.

**STRATEGY** Have students complete the story map on their own and then check with a partner. Encourage students to draw additional circles to include any other events they feel are important for Sophy to reach her goal.

Comprehension

**4** Goal and Outcome Anthology page 507

**REVIEW** Display **Student eEdition** page 507. Read aloud the instructions and review: *When you understand a character's goal, you can better understand the character and the plot.*

Review the organization of the story map and read aloud the goal. Then explain: *Sophy's goal is to go to school and get an education. Several events lead to the outcome.* Have volunteers read aloud the first two events.

Model how to add another event to the map: *Let's look at the events listed.* Ask: *What happens next in Sophy's journey to her goal?* (She receives the running shoes.) Show students how to add more events before the final outcome.

Have partners work together to complete **Practice Master PM8.6**.

Circulate and use the questions below to guide students in identifying additional events and the final outcome to complete the story map.

Topic	Guiding Questions
Events	<i>What happens after Sophy receives her running shoes?</i> (Sophy wears the shoes to get to school.)
Outcome	<i>Does Sophy reach her goal? Explain.</i> (Sophy achieves her goal because she goes to school and learns many subjects.)

Once students complete the story map, ask them to summarize the story. Remind students to use signal words, such as *first*, *next*, and *finally*, to tell the sequence of events between Sophy's goal and outcome.

See **Differentiate**

Check & Reteach

**OBJECTIVE:** Describe Text Structure: Goal and Outcome

As students summarize the story, listen for connections between Sophy's goal and the events and outcome of the story.

If students have difficulty, guide them in including only events that lead to Sophy's goal. Ask: *What happens next? How does that help Sophy achieve her goal?*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Story Map**  
**"Running Shoes"**  
 Make a story map for "Running Shoes."

**Goal**

Sophy wants to go to school.

**Events**

1. The number man comes to her village.
2. He orders running shoes for Sophy.
3. Possible response: Sophy wears the shoes to get to school.

**Outcome**

Possible response: Sophy goes to school and learns many subjects.

Use your story map to talk with a partner about how Sophy achieves her goal.

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### Goal and Outcome

Make a story map for "Running Shoes."

**Story Map**



Use your story map to summarize the story for a partner. Use the sentence frames and **Key Words**. Then explain how the events influence a future event, or the outcome. Record your discussion.

Sophy wants to \_\_\_\_\_.  
 First, \_\_\_\_\_.  
 Then, \_\_\_\_\_.  
 In the end, she \_\_\_\_\_.

### Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with intonation. Rate your reading.

**Talk Together**

Find pictures in the story that show how the number man helps Sophy **achieve** her goal. Explain the pictures to a partner. Use **Key Words**.



[NGReach.com](http://NGReach.com) Comprehension Coach

**5 Fluency Anthology page 507**

Have students read aloud the passage on **Practice Master PM8.7** or use the **Comprehension Coach** to practice fluency.

### Check & Reteach

**OBJECTIVE:** Read with Fluency

Monitor students' oral reading. If students need additional fluency practice, have them read along with the **Fluency Models**.

**6 Talk Together Anthology page 507**

Have partners explain how the illustrations contribute to what is conveyed in the text about the number man, Sophy, and her goal. Point out the Key Words on **Anthology** page 507 and remind students to use them in their discussion.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency Practice**

### "Running Shoes"

Use this passage to practice reading with proper intonation.

"Running shoes!" she yelled. She carefully put  
 on each shoe. "Now my wish will come true." 7  
 "What wish?" her mother asked. 16  
 "I want to go to school." 21  
 "But the school is eight kilometers away over horrible roads." 27  
 "Yes, but now I have running shoes!" Sophy 37  
 said as she bounced up and down. 45  
 52

From "Running Shoes," page 496

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**Intonation**

Does not change pitch.  Changes pitch to match some of the content.  
 Changes pitch, but does not match content.  Changes pitch to match all of the content.

**Accuracy and Rate Formula**  
 Use the formula to measure a reader's accuracy and rate while reading aloud.

words attempted in one minute	-	number of errors	=	words correct per minute (wcpm)
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 For use with TE p. T507

**PM8.7** Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.7

## WRAP-UP

Remind students that "Running Shoes" and many of the **Small Group Reading** books for this week are examples of realistic fiction. Have volunteers share realistic details from the books with the class.

# Week 1 Writing Project

## OBJECTIVES

**Thematic Connection: Numbers and Operations**

✔ Write a Literary Response: Organization

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A8.38

### TECHNOLOGY ONLY

Sample Literary Response: eVisual 8.4

Writing Trait: Organization: eVisual 8.5

Magazine Maker

## SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

## COMMON CORE STANDARDS

### Writing

Write Opinions on Texts	CC.3.W.1
Introduce the Text, State an Opinion, and Create a Structure	CC.3.W.1.a
Provide a Concluding Statement or Section	CC.3.W.1.d
Plan, Revise, and Edit Writing	CC.3.W.5
Write Over Extended Time Frames	CC.3.W.10

### Speaking and Listening

Report on a Text	CC.3.SL.4
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### Language and Vocabulary

Demonstrate Command of Grammar	CC.3.L.1
Form and Use Verbs	CC.3.L.1.d
Form and Use Verb Tenses	CC.3.L.1.e
Demonstrate Command of Spelling	CC.3.L.2
Use Knowledge of Conventions	CC.3.L.3

## Write a Literary Response

Display and read aloud the prompt.

Write a literary response about "Running Shoes" or another story that deals with the theme. You will give an oral report to share your literary response with the class.

## Study a Model

### Read a Literary Response

Explain: *Let's read one student's literary response.* Display and read aloud **eVisual 8.4**.



### Sample Literary Response

"Running Shoes" is a story about a young girl in Cambodia named Sophy who wants to go to school. A man from the city gives her a pair of running shoes. The shoes allow her to run to school, where she learns to read and write. At the end of the story, Sophy shows the man her thanks by writing words in clay.

I cannot recall another story I enjoyed this much. At first, I felt sad when I read that Sophy couldn't go to school because it was too far away. I was so glad when she received the running shoes. When her mother told her the school was eight kilometers away, Sophy did not care. She replied, "Yes, but now I have running shoes!" I was impressed by how determined she was. Finally, when Sophy wrote words in the clay, I felt proud of her. This showed me how she had achieved her goal. If you like a story with a great message, I recommend "Running Shoes." It shows what people will do to learn to read and write.

[NGReach.com](https://www.ngreach.com) Literary Response: eVisual 8.4



**INTERACTIVE WHITEBOARD TIP:**

Underline the details from the story as you read them.

## Review the Trait: Organization

Review the concept: *To write a literary response, briefly summarize the text, give your opinion and support it with details from the text.* Display and read aloud **eVisual 8.5**.



### Writing Trait: Organization

A literary response that is well-organized

- summarizes the selection and gives the writer's opinion.
- contains details that support the writer's opinion.

[NGReach.com](https://www.ngreach.com) Trait: Organization: eVisual 8.5



**INTERACTIVE WHITEBOARD TIP:** Circle key words as you explain each point.

Display **eVisual 8.4**. Ask: *What is the first paragraph about?* (a summary of the story) *What does the second paragraph include?* (story details to support the opinion)



## Prewrite

### Choose a Topic

Reread the prompt. Ask: *What is your role?* (critical reader). Help students determine the Role, Audience, and Form for the RAFT.

**Role:** Critical reader

**Audience:** Other students

**Form:** Literary response

Tell students that they can write a literary response to “Running Shoes” or another text that fits the theme. Then have students complete a RAFT.

### Get Organized

Review the sample: *In “Running Shoes” the writer tells how he or she responded to the story, giving an opinion and then telling details that support the opinion.* Display a cause-and-effect chart and say: *A cause-and-effect chart can help you organize your thoughts about a selection and why you responded to it in a certain way.* Model using the sample literary response about “Running Shoes” to complete the cause-and-effect chart.

Cause	Effect
Sophy can't attend school because it is too far away.	I felt sad for her.
Sophy receives running shoes.	I was glad that she could attend school.
Sophy runs the 8 kilometers to her school.	I was impressed by how determined she was.
Sophy writes in the sand.	I felt proud of Sophy because she had achieved her dreams.

Cause-and-Effect Chart

Have students use a cause-and-effect chart to plan their response. Explain: *First, think of an opinion statement about the selection. Find details in the selection that support your opinion. Describe the effect each detail had on you.*

## Draft

### Write Ideas

Allow students adequate class time to plan, organize, and write their drafts. Remind them to focus on organization. When they have finished writing their literary responses, instruct students to experiment with page layouts using **Magazine Maker**.

See **Differentiate**



## Differentiate

### BL Below Level

**ISSUE** Students have difficulty finding details in the selection and explaining their reactions.

**STRATEGY** Ask guiding questions about the events in the selection, such as: *How did you feel when \_\_\_\_\_? When \_\_\_\_\_ happened, how did you feel? What did you think about \_\_\_\_\_?*





## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T481m–T481n

### Daily Grammar ✓

Point out *replied* in the middle of the second paragraph of the Sample Literary Response for “Running Shoes.” Then use pages T481o–T481p to have students practice past-tense verbs.

### Daily Writing Skills ✓

Point out that a literary response includes an opinion and supporting evidence. Then use pages T481q–T481r to have students review and practice supporting opinions.

## Revise

### Read, Retell, Respond

Have students read their literary responses to partners and exchange suggestions for improvement. Display the language frames below to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> <li>• The selection is about _____.</li> <li>• You thought the selection was _____.</li> <li>• Your reasons were _____.</li> <li>• Some details you used to support your opinion were _____.</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not sure what your response to _____ was. Can you explain the effect it had on you?</li> <li>• You didn't include many details to support your opinion. Maybe you could add _____.</li> </ul>

### Make Changes

Have students revise their responses. Remind them to: summarize the story in the first paragraph; give their opinion of it in the second paragraph; support their opinion with details from the text; and provide a strong conclusion in the final paragraph.

### See Differentiate

#### Student Sample: Revise

“Running Shoes” is a story about a young girl in Cambodia named Sophy who wants to go to school. At the end, Sophy shows the man her thanks by writing words in clay.

I cannot recal another story I enjoyed this much. At first, I felt sad. I was so glad when she received the running shoes. When her mother told her the school was eight kilometers away, Sophy did not care. She replies, “Yes, but now I have running shoes!” I was impressed. Finally, when Sophy wrote the words in the clay, I feel so proud of her. This showed me how she had achieved her goal of learning how to read and write.

If you like a story with a great message, I recommend “Running Shoes.” It shows what people will do to learn to read and write.

#### Sample Analysis

The first paragraph needs to include a summary of the story.

I didn't state my reaction to this part of the story clearly. I need to include why I was so impressed with Sophy's attitude.

## Differentiate

### AL Above Level

**ISSUE** Students overwrite by including too much description and detail from the text.

**STRATEGY** Have students choose only three of the most important details, one from each section of the story: beginning, middle, and end. If necessary, have them make an outline with the details and work from the outline to create their literary response.



# Edit and Proofread

## Check the Literary Response

Have students focus on checking spelling and the correct use of past-tense verbs.

### Student Sample: Edit and Proofread

“Running Shoes” is a story about a young girl in Cambodia named Sophy who wants to go to school. A man from the city gives her a pair of running shoes. The shoes allow her to run to school, where she learns to read and write. At the end of the story, Sophy shows the man her thanks by writing words in clay.

I cannot recal another story I enjoyed this much. At first, I felt sad when I read that Sophy couldn't go to school because it was too far away. I was so glad when she received the running shoes. When her mother told her the school was eight kilometers away, Sophy did not care. She replies, “Yes, but now I have running shoes!” I was very impressed by how determined she was. Finally, when Sophy wrote the words in the clay, I feel so proud of her. This showed me how she had achieved her goal of learning how to read and write.

If you like a story with a great message, I recommend “Running Shoes.” It shows what people will do to learn to read and write.

### Sample Analysis

I misspelled *recal*. I'll need to fix that.

I need to stick with the past tense throughout the second paragraph. I will look closely at each verb

# Publish and Present

## Make a Final Copy

Show students how to resize photos in **Magazine Maker** to emphasize details. Click on the photo box and use the Scale Image slider.

## Share with Others

Have students read their responses to the class, speaking clearly and at an appropriate pace. Have students make additional copies and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's literary response.

### Student Sample: Publish

**“Running Shoes” by Frederick Lipp**  
Reviewed by Nate Light

“Running Shoes” is a story about a young girl in Cambodia named Sophy who wants to go to school. A man from the city gives her a pair of running shoes. The shoes allow her to run to school, where she learns to read and write. At the end of the story, Sophy shows the man her thanks by writing words in clay.

I cannot recall another story I enjoyed this much. At first, I felt sad when I read that Sophy couldn't go to school because it was too far away. I was so glad when she received the running shoes. When her mother told her the school was eight kilometers away, Sophy did not care. She replied, “Yes, but now I have running shoes!” I was impressed by how determined she was. Finally, when Sophy wrote words in the clay I felt proud of her. This showed me how she had achieved her goal.

If you like a story with a great message, I recommend “Running Shoes.” It shows what people will do to learn to read and write.



## Best Practices

**Focus the Editing** Having students focus on the correct usage of past-tense verbs during the editing process allows them to truly master that element when writing. In contrast, a “red pencil” style of looking for multiple types of grammar errors would result in much less applied learning.

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and a clear message. -Details are accurate and relevant to the topic. -The writing shows a deep understanding of the topic. -Most of the writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Most of the writing has a clear structure and purpose. -The writing is organized and easy to follow. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has a unique voice and style. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the topic and shows a clear focus and message.	-All sentences are used and connected. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The best presented in an orderly way. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.
3	-The writing has a clear focus and a clear message. -Details are accurate and relevant to the topic. -The writing shows a deep understanding of the topic. -Most of the writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Most of the writing has a clear structure and purpose. -The writing is organized and easy to follow. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has a unique voice and style. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the topic and shows a clear focus and message.	-All sentences are used and connected. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The best presented in an orderly way. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.
2	-The writing has a clear focus and a clear message. -Details are accurate and relevant to the topic. -The writing shows a deep understanding of the topic. -Most of the writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Most of the writing has a clear structure and purpose. -The writing is organized and easy to follow. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has a unique voice and style. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the topic and shows a clear focus and message.	-All sentences are used and connected. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The best presented in an orderly way. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.
1	-The writing has a clear focus and a clear message. -Details are accurate and relevant to the topic. -The writing shows a deep understanding of the topic. -Most of the writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Most of the writing has a clear structure and purpose. -The writing is organized and easy to follow. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has a unique voice and style. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the purpose and audience. -Most of the writing is relevant to the topic and shows a clear focus and message.	-All sentences are used and connected. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The writing has only a few minor errors in punctuation, grammar, usage, and spelling. -Most of the writing is relevant to the topic and shows a clear focus and message.	-The best presented in an orderly way. -The writing is relevant to the topic and shows a clear focus and message. -The writing is accurate and relevant to the topic. -Most of the writing is relevant to the topic and shows a clear focus and message.

# Week 1 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Describe Text Structure: Goal and Outcome
- Choose Reading Strategies to Comprehend Text

### ASSESSMENTS

**Reading Comprehension Test** (Unit 8, Week 1)

Directions: Read the story. Then answer the questions about the story.

**The Farmer and Her Children**

A farmer didn't think her children understood the true worth of their farm, so she said to them, "This farm has hidden treasure. If you work hard, you can find it."

"Let's go and see where it is!" said the youngest child.

"We need to have a plan," said the oldest. "If we dig in rows, we'll be sure to find the treasure."

After digging and digging, the children uncovered no treasure. Since the fields were plowed, however, they went ahead and planted crops.

When the harvest was over, the family counted their money. Only then did the children understand that the hidden treasure was the land itself.

1. What is the farmer's goal in this story?  
 a. to get her children to dig in rows  
 b. to get her children to plant the crops  
 c. to teach her children how to plan ahead  
 d. to teach her children the worth of the farm

2. What is the outcome?  
 a. The farmer buries real treasure for the children.  
 b. The children want to be paid for all their work.  
 c. The children learn what the hidden treasure really is.

Grade 3 Assessment AB.4 Unit 8 | Getting There

**Reading Comprehension Test** (Unit 8, Week 1)

Directions: Read the story. Then answer the questions about the story.

**The Cook and His Helpers**

A cook was trying to make supper with two helpers, but the helpers kept fighting over their jobs.

"You should fill the pot so we can boil the water," the first helper said.

"I did it last time!" complained the other worker. "It's my turn to chop the vegetables."

The cook handed each of his helpers a dried noodle and said, "Try to break it."

"Snap! Snap!" the noodles broke easily.

"Now try to break a handful of noodles at once," the cook said. The helpers tried their best, but neither could do it.

"This isn't by accident, we have no strength," the cook said, "but when we work together, we are strong."

1. What is the cook's goal in this story?  
 a. to make his helpers good cooks  
 b. to teach his helpers how to cook together  
 c. to tell his helpers all about noodles

2. The cook tries to achieve his goal by—  
 a. sending new helpers.  
 b. comparing people to noodles.  
 c. chopping the vegetables himself.  
 d. taking a turn filling the pot with water.

Grade 3 Assessment AB.5 Unit 8 | Getting There

**Reading Strategy Assessment** (Unit 8)

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you see a strategy? How does it help you understand what you are reading? How do you use it to understand better? How do you use it to learn?*

Plan and Monitor	Ask Questions	Main Information
4 3 2 1	4 3 2 1	4 3 2 1
1. Do you use the strategy to plan your reading? 2. Do you use the strategy to monitor your reading? 3. Do you use the strategy to ask questions? 4. Do you use the strategy to find main information?	1. Do you use the strategy to ask questions? 2. Do you use the strategy to ask questions? 3. Do you use the strategy to ask questions? 4. Do you use the strategy to ask questions?	1. Do you use the strategy to find main information? 2. Do you use the strategy to find main information? 3. Do you use the strategy to find main information? 4. Do you use the strategy to find main information?

Grade 3 Assessment SG8.30 Unit 8 | Getting There

Reading Comprehension Test  
A8.4–A8.5

Reading Strategy Assessment  
SG8.30–SG8.31

#### Fluency

- Intonation
- Accuracy and Rate

**Oral Reading Assessment** (Unit 8)

1. Taylor took over on the edge of her seat. It was the last basketball game of the season, and in the next three minutes her team could win it!

Although it was the final game, Taylor hadn't played in 30 days. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.

Taylor had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach had said. Taylor even asked her dad to put up a basketball hoop above the garage door, so she could practice more at home.

Taylor made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or five shots out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-point down pat.

The game was almost over. Taylor's team was down two points when coach called a time-out. In the huddle, Coach looked Taylor right in the eye and said, "Taylor, a heads!" Taylor couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Maria passed her the ball. Bounce, bounce, bounce, shoot! The shooting was so loud, no one heard the soft swoosh of the ball as it dropped perfectly through the net.

Grade 3 Assessment AB.1 Unit 8 | Getting There

**Oral Reading Assessment** (Unit 8)

Fluency	Comprehension	Accuracy
1. Taylor took over on the edge of her seat. It was the last basketball game of the season, and in the next three minutes her team could win it!	1. Although it was the final game, Taylor hadn't played in 30 days. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.	1. Taylor had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach had said. Taylor even asked her dad to put up a basketball hoop above the garage door, so she could practice more at home.
2. Taylor made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or five shots out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-point down pat.	2. The game was almost over. Taylor's team was down two points when coach called a time-out. In the huddle, Coach looked Taylor right in the eye and said, "Taylor, a heads!" Taylor couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Maria passed her the ball. Bounce, bounce, bounce, shoot! The shooting was so loud, no one heard the soft swoosh of the ball as it dropped perfectly through the net.	

Grade 3 Assessment AB.2 Unit 8 | Getting There

**Oral Reading Assessment** (Unit 8)

Oral Reading Assessment Rubric	4	3	2	1
1. Fluency: Reads with accuracy and expression. Reads at an appropriate rate and volume. Reads with appropriate intonation and phrasing.				
2. Comprehension: Understands the main idea and supporting details. Makes connections between the text and the reader's own experiences.				
3. Accuracy: Reads with 95% or more accuracy. Reads with 90% or more accuracy.				
4. Rate: Reads at an appropriate rate for the grade level.				

Grade 3 Assessment AB.3 Unit 8 | Getting There

Oral Reading Assessment  
A8.1–A8.3

Use these passages throughout Unit 8. Work with Below Level students this week.

#### Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Prefixes: un-, re-
- Use Commonly Misspelled Words Correctly

**Vocabulary Test** (Unit 8, Week 1)

Directions: Choose the answer that completes the sentence correctly.

1. This plant is one \_\_\_\_\_ high.  
 a. foot  
 b. power  
 c. matter  
 d. surface

2. They ran five \_\_\_\_\_ in the race.  
 a. sprints  
 b. kilometers  
 c. substances  
 d. characteristics

3. An inch is a \_\_\_\_\_ of length.  
 a. unit  
 b. core  
 c. region  
 d. surface

4. He is about one \_\_\_\_\_ tall.  
 a. supply  
 b. meter  
 c. seller  
 d. wave

5. This thermometer is used to take a \_\_\_\_\_ of the air temperature.  
 a. style  
 b. pressure  
 c. tsunami  
 d. measurement

6. The ship traveled a long \_\_\_\_\_.  
 a. temperature  
 b. composition  
 c. tradition

Grade 3 Assessment AB.6 Unit 8 | Getting There

**Vocabulary Test** (Unit 8, Week 1)

1. When you guess how big something is, you \_\_\_\_\_ its size.  
 a. estimate  
 b. interact  
 c. develop  
 d. occur

2. \_\_\_\_\_ is something that you want to do.  
 a. goal  
 b. core  
 c. volcano  
 d. composition

3. When you move toward something, you move in that \_\_\_\_\_.  
 a. wave  
 b. signal  
 c. direction  
 d. generation

4. When you \_\_\_\_\_ something, you get what you work for.  
 a. vary  
 b. interact  
 c. combine  
 d. achieve

5. A \_\_\_\_\_ is a plan for success.  
 a. form  
 b. state  
 c. buyer  
 d. strategy

Grade 3 Assessment AB.7 Unit 8 | Getting There

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Prefixes: un-, re-

- recall I tried to **recall** the name of my favorite running shoes because I had forgotten it.
- recount We had to **recount** the math books since our first count was incorrect.
- reform The coach promises to **reform** her team's poor sportsmanship so they treat other teams better.
- reply Let's **reply** the video to see who made the foul.
- reset All has to **reset** the clock at the start of each race.
- restate Ask her to **restate** the rules so that the players who just arrived can hear them.
- rethink If you **rethink** your strategy for solving the problem, you might get a correct answer this time.
- rewrite I will **rewrite** the word problems using easier words.
- uncertain She was **uncertain** about which choice was best.
- unconcerned Jake seems **unconcerned** about the math test, but he should be worried about it.
- uncovered Mr. Chu covered the solution to the problem with her hand, then **uncovered** it so students could see it.
- undecided Luke is **undecided** about whether to join the math fair, so he is waiting until the last minute to sign up.
- unexpected Our math team was in twelfth place, so our win was an **unexpected** surprise.
- unfinished If our math problems are **unfinished**, we must complete them before we can go out to play.
- untangle We need to **untangle** the knots in these two ropes.

Grade 3 Assessment AB.8 Unit 8 | Getting There

Vocabulary Test  
A8.6–A8.7

Spelling Pretest/  
Spelling Test  
T481m

#### Grammar and Writing

- Use Regular Past-Tense Verbs
- Support Opinions

**Writing, Revising, and Editing Test** (Unit 8, Week 1)

Directions: Read the paragraph. Then answer the questions.

Jane had a goal. She \_\_\_\_\_ to knit her dad a scarf before the first snow. She did not know how to knit, so she \_\_\_\_\_ to follow some directions she found on the Internet. Even with the directions, it still did not knit right. So, she \_\_\_\_\_ her aunt to teach her. Her aunt was happy to help. Finally, Jane \_\_\_\_\_ a long scarf for her dad. He wore it for the first snow. Jane was happy to make her goal and surprise her dad!

1. Choose the answer that goes in Blank 1.  
 a. plan  
 b. planned  
 c. planed  
 d. planed

2. Choose the answer that goes in Blank 2.  
 a. try  
 b. tried  
 c. tryed  
 d. tryed

3. Choose the answer that goes in Blank 3.  
 a. ask  
 b. asked  
 c. asked  
 d. asked

4. Choose the answer that goes in Blank 4.  
 a. created  
 b. ceated  
 c. ceate  
 d. ceate

Grade 3 Assessment AB.8 Unit 8 | Getting There

**Writing, Revising, and Editing Test** (Unit 8, Week 1)

1. You and your classmates are writing movie reviews for each other. Choose a movie you like or dislike. Write an opinion paragraph that tells your opinion about the movie. Include details to support your opinion.

Grade 3 Assessment AB.9 Unit 8 | Getting There

**Writing Rubric**

Criteria	4	3	2	1
Content	The student's writing clearly expresses a strong opinion about the movie, supported by specific details.	The student's writing expresses an opinion about the movie, supported by some details.	The student's writing expresses an opinion about the movie, but lacks supporting details.	The student's writing does not express a clear opinion about the movie.
Organization	The student's writing is well-organized and easy to read.	The student's writing is somewhat organized and easy to read.	The student's writing is not well-organized and is difficult to read.	The student's writing is not organized and is very difficult to read.
Language	The student's writing uses a variety of words and phrases to express ideas.	The student's writing uses a variety of words and phrases to express ideas.	The student's writing uses simple words and phrases to express ideas.	The student's writing uses very simple words and phrases to express ideas.
Conventions	The student's writing follows all the conventions of standard English.	The student's writing follows most of the conventions of standard English.	The student's writing follows some of the conventions of standard English.	The student's writing does not follow the conventions of standard English.

Grade 3 Assessment AB.38 Unit 8 | Getting There

Writing, Revising, and Editing Test  
A8.8–A8.9

Writing Rubric  
A8.38



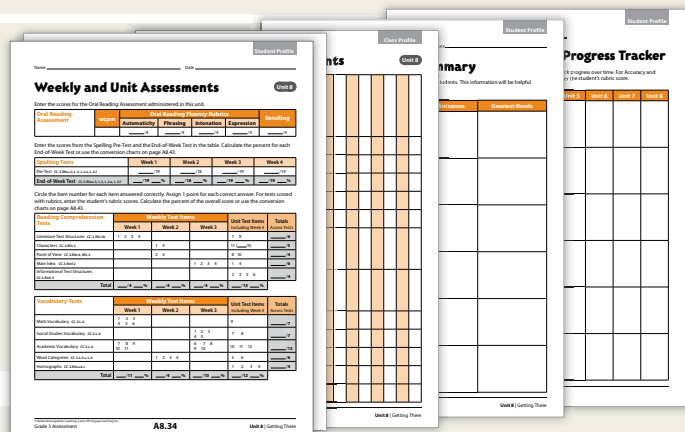


ExamView®



# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.34–A8.35
- Class Profile: Weekly and Unit Assessments** A8.36
- Student Profile: Strengths and Needs Summary** A8.37
- Student Profile: Oral Reading Assessment** A1.3
- Progress Tracker**

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Goal and Outcome: Reteaching Master RT8.1**

**Choose Reading Strategies: Reteaching Master RT8.2**

#### ADDITIONAL PRACTICE

**Comprehension Coach** [NGReach.com](http://NGReach.com)

### Fluency

#### RETEACH

**Fluency Routines, page BP33**

#### ADDITIONAL PRACTICE

**Comprehension Coach** [NGReach.com](http://NGReach.com)



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Tests**
- Class Profile: Weekly and Unit Tests**
- Standards Summary Report**

### Vocabulary and Spelling

#### RETEACH

**Vocabulary Routine 6, page BP40**

**Spelling and Word Work Routine, page BP52**

#### ADDITIONAL PRACTICE

**Vocabulary Games** [NGReach.com](http://NGReach.com)

**Daily Spelling Practice, pages T481m–T481n**

### Grammar and Writing

#### RETEACH

**Verbs: Anthology Handbook, page 595**

**Writing: Reteaching Writing Routine, page BP51**

**Writing Trait: Organization: Reteaching Master RT8.3**

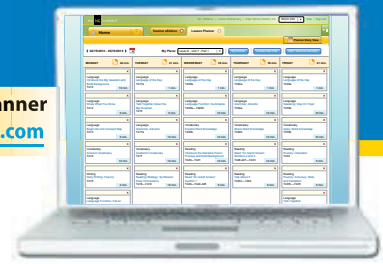
#### ADDITIONAL PRACTICE

**More Grammar Practice PM8.8**

**Daily Writing Skills Practice, pages T481q–T481r**

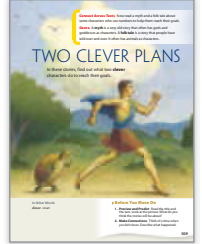
# Week 2 Planner

Online Lesson Planner  
NGReach.com




☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
	<b>Language and Vocabulary</b> 🕒 15–25 minutes	<b>Academic Talk</b> CC.3.SL.1; CC.3.SL.4 Discuss the Big Question T507s	<b>Academic Talk</b> CC.3.SL.1 Preview and Predict T508c
	<b>Reading</b> 🕒 20–40 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.Rfou.3.a; ☑ Pretest: Words with Suffixes: -y, -ly, -less, CC.3.Rfou.3.c; -ful; and Commonly Misspelled Words CC.3.L.2; T507m CC.3.L.2.e; CC.3.L.2.f	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3.a; ☑ Practice T507m CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.d
	<b>Writing</b> 🕒 15–45 minutes	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; CC.3.L.1.f ☑ Irregular Past-Tense Verbs T507o	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.d; ☑ More Irregular Past-Tense Verbs T507o CC.3.L.1.e
	<b>Vocabulary Strategy</b> CC.3.L.5; CC.3.L.6 ☑ Word Categories T507s	<b>Vocabulary Strategy</b> CC.3.L.5; CC.3.L.5.c ☑ More Word Categories T508c	
	<b>Reading</b> CC.3.Rlit.2; CC.3.Rlit.3 Read Aloud: Folk Tale T508a	<b>Reading</b> CC.3.Rlit.2; Read a Myth and a Folk Tale T509–T514–515 CC.3.Rlit.3; CC.3.Rlit.10	<b>Reading</b> CC.3.Rlit.2; Read a Myth and a Folk Tale T509–T514–515 CC.3.Rlit.3; CC.3.Rlit.10
	<b>Comprehension</b> CC.3.Rlit.2; CC.3.Rlit.3 ☑ Analyze Character T508a	<b>Comprehension</b> CC.3.Rlit.2; ☑ Analyze Character T510–511, T512–513, T514–515 CC.3.Rlit.3; CC.3.Rlit.10	<b>Comprehension</b> CC.3.Rlit.2; ☑ Analyze Character T510–511, T512–513, T514–515 CC.3.Rlit.3; CC.3.Rlit.10
	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Model Expression T508a	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression, Accuracy, and Rate T509	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression, Accuracy, and Rate T509
	<b>Power Writing</b> T507s CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.a; CC.3.W.3.b ☑ Introduce and Develop Characters T507q	<b>Power Writing</b> T508c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.a; CC.3.W.3.b ☑ Introduce and Develop Characters T507q	<b>Power Writing</b> T508c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.a; CC.3.W.3.b ☑ Introduce and Develop Characters T507q
	<b>Writing</b> CC.3.W.10 Write About Character T508b	<b>Writing</b> CC.3.W.10 Write and Support an Opinion T516–517	<b>Writing</b> CC.3.W.1; CC.3.W.1.c Write and Support an Opinion T516–517
	<b>Writing Project: Folk Tale</b> CC.3.W.2; CC.3.W.2.d; CC.3.W.4; Study a Model T519i CC.3.W.5; CC.3.W.10	<b>Writing Project: Folk Tale</b> CC.3.W.2; CC.3.W.2.d; CC.3.W.4; Prewrite T519j CC.3.W.5; CC.3.W.7; CC.3.W.8; CC.3.W.10	<b>Writing Project: Folk Tale</b> CC.3.W.2; CC.3.W.2.d; CC.3.W.4; Prewrite T519j CC.3.W.5; CC.3.W.7; CC.3.W.8; CC.3.W.10



<b>SMALL GROUP READING TIME</b>		Read Math Articles	Read Fiction Books
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Math Vocabulary SG10–SG11	<b>Vocabulary</b> CC.3.L.6 Learn Story Words S G12–SG13
		<b>Reading</b> CC.3.Rinf.1; CC.3.Rinf.10 Ask Questions to Comprehend Text SG10 Build Comprehension SG11	<b>Reading</b> CC.3.Rlit.10 Introduce SG12–SG13 Read and Integrate Ideas SG14–SG15 ☑ Analyze Character SG14–SG15 Choose Reading Strategies SG14–SG15



<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>		
🕒 20 minutes		<b>Speaking and Listening</b> T507i CC.3.Rfou.3; CC.3.Rfou.4.b; CC.3.SL.5
		<b>Language and Vocabulary</b> T507i CC.3.L.6
		<b>Writing</b> T507i CC.3.Rlit.9; CC.3.W.2; CC.3.W.3.a; CC.3.W.3.b
		<b>Cross-Curricular</b> T507j CC.3.Rinf.10; CC.3.W.2
		<b>Reading and Intervention</b> T507j CC.3.Rlit.10; CC.3.Rinf.10; CC.3.Rfou.3
		<b>Daily Phonics Intervention</b> T507k–T507l CC.3.Rfou.3; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f

**Big Question** What tools can we use to achieve our goals?

Day 3

Read and Comprehend

**Academic Talk** CC.3.SL.1; CC.3.SL.1.d  
Talk Together T518

**Daily Spelling and Word Work** CC.3.Rfou.3;  
Practice T507n CC.3.Rfou.3.c; CC.3.L.2.e

**Daily Grammar** CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e;  
Review Past-Tense Verbs T507p, T518a CC.3.L.2

**Vocabulary Review** CC.3.L.6  
Review Social Studies and Academic Vocabulary T517a

**Reading** CC.3.Rlit.2; CC.3.Rlit.5  
Reread a Myth and a Folk Tale T517a



**Comprehension** CC.3.Rlit.2; CC.3.Rlit.5  
Compare Settings T517a

**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
Practice Expression T518

**Power Writing** T517a CC.3.W.10

**Daily Writing Skills** CC.3.W.3.a; CC.3.W.3.b  
Introduce and Develop Characters T507r

**Writing** CC.3.L.1; CC.3.L.3  
Write to Reinforce Grammar T519

**Writing Project: Folk Tale** CC.3.W.2; CC.3.W.2.d; CC.3.W.4; CC.3.W.5; CC.3.W.10  
Draft T519j

Day 4

Read and Comprehend

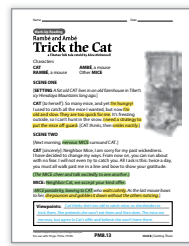
**Academic Talk** CC.3.SL.4  
Tell a Story T519d

**Daily Spelling and Word Work** CC.3.Rfou.3.a; CC.3.L.2;  
Practice T507n CC.3.L.2.d; CC.3.L.2.e; CC.3.L.2.f

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.d;  
Grammar and Writing T507p CC.3.L.1.e; CC.3.L.2

**Vocabulary Practice** CC.3.L.5; CC.3.L.5.c  
Word Categories T519c

**Reading** CC.3.Rlit.3; CC.3.Rlit.6  
Read a Play T519a



**Comprehension** CC.3.Rlit.3; CC.3.Rlit.6  
Determine Characters' Viewpoints T519a

**Fluency** CC.3.Rfou.3; CC.3.Rfou.4.b  
Model and Practice Expression T519b

**Power Writing** T519c CC.3.W.10

**Daily Writing Skills** CC.3.W.3.a; CC.3.W.3.b  
Introduce and Develop Characters T507r

**Writing** CC.3.W.10  
Write About Viewpoint T519d

**Writing Project: Folk Tale** CC.3.W.2; CC.3.W.2.d; CC.3.W.4; CC.3.W.5; CC.3.W.10; CC.3.L.1; CC.3.L.1.f; CC.3.L.3  
Revise, Edit, and Proofread T519k–T519l

Day 5

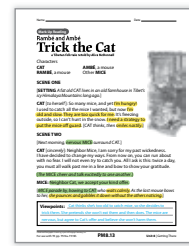
Review and Apply

**Academic Talk** CC.3.SL.1.a  
Relate Readings to the Big Question T519h

**Daily Grammar** CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; CC.3.L.2  
Review T507p

**Vocabulary Practice** CC.3.L.4.d; CC.3.L.5; CC.3.L.5.c  
Word Categories T519e

**Reading** CC.3.Rlit.5  
Reread a Play T519f



**Comprehension** CC.3.Rlit.5  
Analyze Setting T519f  
Compare Settings T519g

**Power Writing** T519e CC.3.W.10x

**Daily Writing Skills** CC.3.W.3.a; CC.3.W.3.b  
Introduce and Develop Characters T507r

**Writing** CC.3.W.10  
Write a New Version T519g

**Writing Project: Folk Tale** CC.3.W.6  
Publish and Present T519l

Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG12–SG15

**Reading** CC.3.Rlit.10  
Read and Integrate Ideas SG14–SG15

Analyze Character SG14–SG15

Choose Reading Strategies SG14–SG15



Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG12–SG15

**Reading** CC.3.Rlit.10  
Introduce SG14–SG15

Read and Integrate Ideas SG14–SG15

Analyze Character SG14–SG15

Choose Reading Strategies SG14–SG15



Read Fiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG12–SG15

**Reading** CC.3.Rlit.10  
Connect Across Texts SG15

Choose a Writing Option SG15

Choose a Writing Option SG15



ASSESSMENT & RETEACHING

**Assessment and Reteaching** T519m–T519n

Reading Comprehension Test A8.10–A8.11 CC.3.Rlit.2; CC.3.Rlit.3

Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10; CC.2.Rinf.10

Oral Reading Assessment A8.1–A8.3 CC.3.Rfou.4

Vocabulary Test A8.12 CC.3.L.5; CC.3.L.6

Spelling Test: Words with Suffixes: -y, -ly, -less, -ful; and Commonly Misspelled Words T507m CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e

Writing, Revising, and Editing Test A8.13–A8.14 CC.3.W.5; CC.3.L.1.d; CC.3.L.1.e

Reteaching Masters RT8.4–RT8.7

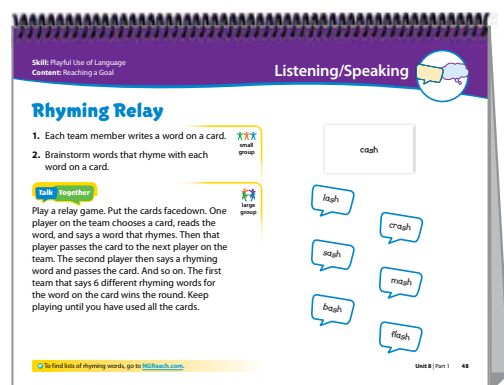




# Week 2 Learning Stations

## Speaking and Listening

### Option 1: Rhyming Relay



**Rhyming Relay**

- Each team member writes a word on a card.
- Brainstorm words that rhyme with each word on a card.

**Talk Together**

Play a relay game. Put the cards facedown. One player on the team chooses a card, reads the word, and says a word that rhymes. Then that player passes the card to the next player on the team. The second player then says a rhyming word and passes the card. And so on. The first team that says 6 different rhyming words for the word on the card wins the round. Keep playing until you have used all the cards.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 48

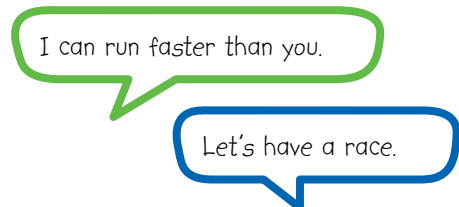
Student Resources Directory

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

index cards

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

### Option 2: Perform a Folk Tale



I can run faster than you.

Let's have a race.

### MATERIALS

computer or audio-recording equipment

Have small groups perform and make an audio recording of the folk tale "Turtle and His Four Cousins" on **Anthology** pages 514–517. Allow each student to choose which role or roles he or she wants to perform.

Read Orally with Accuracy, Appropriate Rate, and Expression on Successive Readings CC.3.Rfou.4.b  
Create Audio Recordings CC.3.SL.5

## Language and Vocabulary

### Key Words

achieve · direction · distance · estimate · feet  
goal · kilometer · measurement · meter · motive  
outcome · strategy · unit

### Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.3.L.6

### Option 2: My Vocabulary Notebook



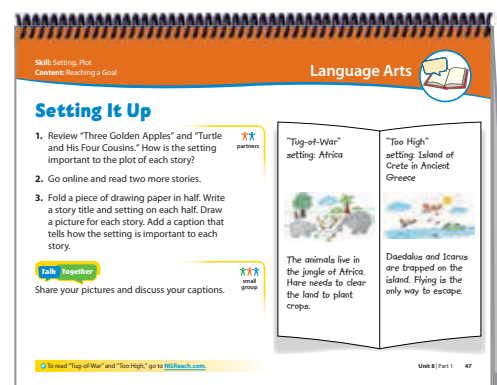
[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

Have students expand their word knowledge. Under Add More Information > Add What I Know > My Connection, have students describe a personal connection they can make to the selected Key Word.

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.3.L.6

## Writing

### Option 1: Setting It Up



**Setting It Up**

- Review "Three Golden Apples" and "Turtle and His Four Cousins." How is the setting important to the plot of each story?
- Go online and read two more stories.
- Fold a piece of drawing paper in half. Write a story title and setting on each half. Draw a picture for each story. Add a caption that tells how the setting is important to each story.

**Talk Together**

Share your pictures and discuss your captions.

**"Tug-of-War" setting: Africa**

**"Too High" setting: Island of Crete in Ancient Greece**

The animals live in the jungle of Africa. Hare needs to clear the land to plant crops.

Daedalus and Icarus are trapped on the island. Flying is the only way to escape.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 47

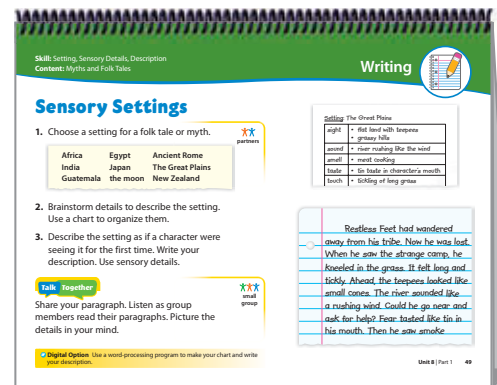
Student Resources Directory

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

index cards · colored markers and crayons

Compare and Contrast Stories CC.3.Rlit.9  
Write Informative/Explanatory Text to Convey Ideas CC.3.W.2

### Option 2: Sensory Settings



**Sensory Settings**

- Choose a setting for a folk tale or myth.
- Brainstorm details to describe the setting. Use a chart to organize them.
- Describe the setting as if a character were seeing it for the first time. Write your description. Use sensory details.

**Talk Together**

Share your paragraph. Listen as group members read their paragraphs. Picture the details in your mind.

**Setting: The Great Plains**

light	the flat land with brown
gray	grassy hills
small	near nothing like the real
small	to make nothing
hole	in hole in character's mouth
touch	licking of long grass

Daedalus had had wondered away from his tribe. Now he was lost. When he saw the strange camp, he kneeled in the grass. It felt long and tickly. Ahead, the tepees looked like small cones. The river sounded like a rushing wind. Could he go near and ask for help? Fear tugged like tin in his mouth. Then he saw smoke.

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 49

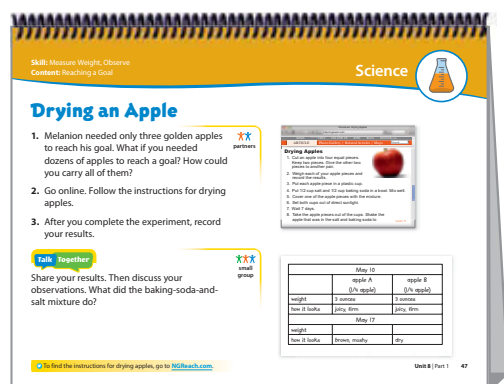
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

encyclopedia

Establish a Situation CC.3.W.3.a  
Use Description CC.3.W.3.b

## Cross-Curricular

### Option 1: Drying an Apple



**Drying an Apple**

- Melanie needed only three golden apples to reach his goal. What if you needed dozens of apples to reach a goal? How could you carry all of them?
- Go online. Follow the instructions for drying apples.
- After you complete the experiment, record your results.

**Talk Together**  
Share your results. Then discuss your observations. What did the baking-soda-and-salt mixture do?

	May 10	apple A	apple B
weight	3 ounces	10½ apples	10½ apples
how it looks	juicy, firm	1. brown	juicy, firm
	May 17		
weight			
how it looks	dryer, ready	dry	

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 47

Student Resources Directory

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

apples • scale • plastic knives • salt • baking soda bowls • plastic cups

Write Informative/Explanatory Text to Convey Information

CC.3.W.2

### Option 2: Measuring Your Strength



[NGReach.com](https://www.ngreach.com) Student Resources

Have students complete an activity sheet and help them calculate their strength as compared to an ant's.

- To print the sheet, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Math Activity.

Read and Comprehend Informational Text

CC.3.Rinf.10

## Reading

### Option 1: Read About Greece



[NGReach.com](https://www.ngreach.com) Student Resources

Have students read an online article about modern Greece and create a fact sheet about what they learned. To read the article, have students go to Resources > Unit 8 > Learning Stations > Week 2 > Facts About Greece.

Read and Comprehend Informational Text

CC.3.Rinf.10

### Option 2: Additional Reading



### PROGRAM RESOURCES

Week 2 Small Group Reading Titles, page SG12

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 2 Small Group Reading titles, the Independent Reading Recommended Books, or the Leveled Book Finder. After reading, have students write a sentence about something new they learned. Students may also wish to take books home for additional reading.

Read and Comprehend Literature

CC.3.Rlit.10

## Intervention

### Phonics Games



[NGReach.com](https://www.ngreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills

CC.4.Rfou.3

For *Reteaching Masters*, see pages RT8.4–RT8.7.

### Additional Resources

#### ESL Kit



ESL Teacher's Edition pages T508a–T520h

# Week 2 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Measurement**

Develop Phonological Awareness: Blend and Match Word Parts

Decode Words with Prefixes and Suffixes (*un-*, *re-*, *-less*, *-ful*)

Recognize High Frequency Words

Build Reading Fluency

Teach

Day 1



### PROGRAM RESOURCES

Word Builder: Transparencies 85, 86

Reach into Phonics

Lesson 116, pages T194–T195

## Words with Prefixes and Suffixes

Follow Lesson 116 to read and build words with prefixes and suffixes.

Guide students through **Transparencies 85** and **86**.



NGReach.com Word Builder: Transparency 85



NGReach.com Word Builder: Transparency 86

Practice

Day 2



### PROGRAM RESOURCES

Decodable Reader: *The Orchard*

Practice Book, page 195

Reach into Phonics

Lesson 117, pages T196–T197

## Build Reading Fluency

Use **Reading Routine 3** to guide students as they read Decodable text.

Provide students with the **Decodable Reader**, *The Orchard*. Then follow Lesson 117.

For **Reading Routine 3**, see *Reach into Phonics* page ix.







# Words with Prefixes and Suffixes

## COMMON CORE STANDARDS

Apply Word Analysis Skills CC.3.Rfou.3  
 Decode Words with Common Latin Suffixes CC.3.Rfou.3.b  
 Read Grade-Appropriate Irregularly Spelled Words CC.3.Rfou.3.d

Use Conventional Spelling CC.3.L.2.e  
 Use Spelling Patterns and Generalizations CC.3.L.2.f

### Bingo!

Day 3



Option 1

#### MATERIALS

scissors, one pair per group • game markers, 16 per student

#### Prepare

- Arrange students in groups of three. One student is the Host, and the other two students are Players. Have the Players each make a bingo card by folding a sheet of paper in half twice horizontally and twice vertically to create 16 squares. Have the Host cut a piece of paper into 16 squares.
- The Host reads aloud the words from the word bank below, and writes each word on a square of paper. As the Host reads each word, the Players print the word in any empty square on their bingo cards. Each Player's bingo card should be different.

undo	unlit	untie	unpack	useless	joyless	restless	painless
redo	relit	retie	repack	useful	hopeful	fearful	skillful

#### Play a Game

- The Host reads each word aloud in a different order than before.
- The first Player to find the word on his or her card identifies the word by spelling it. The Host listens for accuracy. Then the other Players do the same. Each Player who spells the word correctly places a marker over the square. If the word is not spelled correctly, the Player leaves the square uncovered.
- The first player to have four marked squares in a row calls out: "Bingo!"

### Name the Affix

Day 3



Option 2

#### MATERIALS

index cards, 12 per pair of students

#### Prepare

- Have pairs of students write each word from the word bank below on a separate card. Then have them place the cards face down in a pile.

retag	careful	reread	fearful	restart	cheerful
until	helpless	unseen	priceless	unmarked	joyless

#### Play a Game

- Player 1 picks and displays a card. Player 1 then identifies the suffix or prefix and the root word, and pronounces the whole word.
- Player 2 verifies that Player 1 has identified the word parts correctly, and has pronounced the word correctly. If Player 1 is correct, he or she keeps the card. If not, the card goes back in the pile.
- Play ends after all of the words have been identified correctly.

### Affix Baseball

Day 4



#### MATERIALS

masking tape • game marker, one per student

#### Prepare

- Have two groups of four to six students each write a list of words with the affixes *re*, *un*, *ful*, *less*, together with three words for each affix.
- Use the tape to create a baseball diamond on a table, desk, or floor.

#### Play a Game

- Have Team 1 "pitch" a word to the first Player on Team 2, reading the word aloud from the list. The Player identifies the root word and prefix or suffix and writes the word. If correct, the Player moves his or her game marker to first base on the diamond.
- Player 2 is then given a new word. If Player 2 identifies the root and affix correctly, and spells the word correctly, his or her game piece moves to first base and the Player on first base moves to second base.
- If a Player misspells a word, he or she is out. When three Players have struck out, the next team has a turn at bat.
- One point is scored for every Player who makes it to home base.

### Review

Day 5



#### PROGRAM RESOURCES

Word Builder: Transparency 87

Reach into Phonics

Lesson 118, page T199

#### Review

Follow Lesson 118 to review words with prefixes and suffixes. Guide students through **Transparency 87**.



NGReach.com Word Builder: Transparency 87

# Week 2 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Measurement**

- ✔ Spell Words with Suffixes: *-y, -ly, -less, -ful*
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

### Spelling Pretest

Day 1



### Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Words with Suffixes: *-y, -ly, -less, -ful*

1. difficulty	Jill had <b>difficulty</b> measuring the table's length after her ruler broke in half.
2. endless	The trail seemed <b>endless</b> as the bikers slowly pedaled up the mountain.
3. falsely	The hikers <b>falsely</b> believed the peaks to be closer than they were.
4. generally	Backyard pools are <b>generally</b> , or usually, deeper at one end.
5. happily	The laughing baby played <b>happily</b> with her blocks.
6. helpful	It is <b>helpful</b> to have a map when you travel to a new place.
7. luckily	<b>Luckily</b> , Dee had measured the space in her office before ordering the giant desk.
8. orderly	Lining up objects by height or width is an <b>orderly</b> way to compare sizes.
9. restless	John was so <b>restless</b> that the doctor finally asked him to sit still while she took his pulse.
10. speedy	A <b>speedy</b> horse can run about 50 mph for short distances.
11. spotless	After science class, students scrubbed the tools they used until they were <b>spotless</b> .
12. truthful	A good scale is always <b>truthful</b> .
13. wonderful	A telescope is a <b>wonderful</b> way to learn about distant objects.
14. wordy	His report was <b>wordy</b> and repetitive.
15. useful	A stopwatch is <b>useful</b> for measuring time.

### Watch-Out Words

16. can't	We <b>can't</b> go outside until it stops snowing.
17. hardly	There's <b>hardly</b> an inch of snow on the ground.
18. scarcely	One inch is <b>scarcely</b> enough to get excited about!

### Suffixes: *-y, -ly*

Day 2



Option 1

### MATERIALS

index cards, ten per pair of students

### Teach

Display the words *happily* and *speedy*. Tell students that when a suffix is added to the end of a word, the meaning of the word changes. Explain:

- *The suffix -ly means "in a way that is" or "in a way that is like." What does happily mean?* ("in a way that is happy" or "in a happy way")
- *The suffix -y means "like," or "being or having." What does speedy mean?* ("having speed")

### Prepare

Have each student write each of the spelling words ending in *y* or *ly* on a separate index card. Then, have partners shuffle their two sets of cards together and spread them out face up.

### Play a Game

- Have partners sort words by placing index cards into columns according to the suffix in each word.
- Have each partner take turns choosing a spelling word, reading it aloud, and having his or her partner spell and define the word.
- Continue until all words have been spelled and defined.

Identify Meaning of Prefixes and Suffixes  
Decode Multisyllabic Words

CC.3.Rfou.3.a  
CC.3.Rfou.3.c

### Watch-Out Skits

Day 2



Option 2

### MATERIALS

dictionaries, one per student

### Write a Skit

- Arrange students in small groups and have them look up unfamiliar Watch-Out Words in a dictionary and write their definitions.
- Tell students to refer to their definitions to help them write a short skit about measuring that includes all the Watch-Out Words and at least two additional spelling words. Tell students to underline each spelling word.
- Have students perform their skits for the class.

Narrator: Scarcely had the cooks begun making the cake when one of them looked in the sugar bowl.

Cook 1: Oh no! There's hardly any sugar left! We can't make a cake without sugar.

Cook 2: Why can't you measure what's left, and let me think?

Cook 1: [pretends to measure with some difficulty] We've got scarcely a cup.

Cook 2: I have an idea. Let's add some honey.

Cook 1: You're so helpful! People will hardly be able to taste the difference.

Demonstrate Command of Spelling  
Consult References

CC.3.L.2  
CC.3.L.2.g



## Suffixes -less, -ful

Day 3



Option 1

### Teach

Display the words *helpful* and *spotless*. Tell students that when a suffix is added to the end of a word, the meaning of the word changes. Explain:

- The suffix *-ful* means "full of." What does *helpful* mean? ("full of help")
- The suffix *-less* means "without." What does *spotless* mean? ("without a spot")

### Classify

- Have partners determine several categories for the spelling words. Provide examples: Ends in *-less/-ly/-y/-ful*; Hard Words/Easy Words; 2, 3, or 4 Syllables; Base Word Changes/Base Word Stays the Same.
- Have partners sort the spelling words into as many categories as time allows, creating a separate chart for each category. In each chart, have students sort the spelling words under the correct headings.

Hard Words	Easy Words
difficulty	helpful
happily	wordy

Apply Word Analysis Skills  
Decode Multisyllabic Words

CC.3.Rfou.3  
CC.3.Rfou.3.c

## Suffix Toss

Day 3



Option 2

### MATERIALS

crumpled paper ball, one per group • timer

### Prepare

Arrange students in small groups and provide each with a crumpled paper ball. Tell students you will set the timer for ten minutes.

### Play a Game

- Have students form a circle. One player tosses the paper ball to another player, calling out *y*, *ly*, *ful*, or *less* as he or she tosses the ball.
- The player who catches the ball says and spells a spelling word with the called suffix. The group checks his or her spelling.
- If the word is spelled correctly, the player gets one point and tosses the ball to another player. If the word is not spelled correctly, a volunteer spells it correctly, gets the point, and tosses the ball to another player.
- Play continues from player to player. Players may not spell the same word twice. When time is up, the player with the most points wins.

Use Conventional Spelling

CC.3.L.2.e

## Trace Words

Day 4



Option 1

### MATERIALS

index cards, 18 per pair of students • tracing paper • timer

### Prepare

- Arrange students in pairs and have partners collaborate to write each spelling word on a separate index card.
- Tell students to use tracing paper to trace around each word to make a bubble in the shape of the word.
- Have students set the index cards aside, place the spelling word bubble outlines in front of them, and set the timer for ten minutes.



### Play a Game

- Have one partner choose a bubble and write the correct spelling word inside the bubble, based on the shape of the bubble.
- Have the other partner check to make sure that the correct spelling word is written and correctly spelled in the bubble. If the word is incorrect, the first partner tries once more. If the student spells it correctly the first or second time, he or she keeps the word.
- Students take turns until ten minutes are up. The partner who writes more words correctly wins.

Use Conventional Spelling

CC.3.L.2.e

## Combos

Day 4



Option 2

### MATERIALS

timer or stopwatch, one per group

### Prepare

- Arrange students in groups of four and each group into two teams.
- Have each team secretly choose two spelling words, one with suffix *-y* or *-ly* and one with suffix *-ful* or *-less*.

### Play a Game

- Team 1 calls out its two spelling words and starts the timer.
- Team 2 has one minute to compose and write a sentence that makes sense and contains the two target words.
- If Team 2 writes the sentence, spelling the words correctly, before the timer rings, it scores a point.
- Next, Team 2 presents its two spelling words and sets the timer. Team 1 writes the sentence.
- Teams continue changing roles and playing until each spelling word has been used in at least one sentence.

This user's manual is helpful, but it's too wordy.

Identify Meaning of Prefixes and Suffixes  
Demonstrate Command of Spelling

CC.3.a.Rfou.3.a  
CC.4.L.2



# Week 2 Daily Grammar

## OBJECTIVES

Thematic Connection: Measurement

- ✔ Grammar: Use Irregular Past-Tense Verbs
- ✔ Grammar: Use Regular Past-Tense Verbs

## COMMON CORE STANDARDS

- Edit Writing CC.3.W.5
- Demonstrate Command of Grammar CC.3.L.1
- Form and Use Verbs CC.3.L.1.d

## Day 1

### PROGRAM RESOURCES

Irregular Past-Tense Verbs:  
eVisual 8.9

Game: Practice Master PM8.9

### MATERIALS

scissors, one per pair of students

## Teach the Rules

Use the suggestion on page T508b to introduce irregular past-tense verbs. Explain that not all verbs add *-ed* to form the past tense. Read and discuss eVisual 8.9.

### Irregular Past-Tense Verbs

She **did** math. They **did** math.

He **had** apples. We **had** apples.

I **was** a runner. He **was** a runner. They **were** runners.

[NGReach.com](http://NGReach.com) Irregular Past-Tense Verbs: eVisual 8.9

## Play a Game

Distribute Practice Master PM8.9. Then have partners play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**Connect the Verbs**

Directions:

- Copy the grid below on gray and white paper and cut out the verb cards. Mix up the gray cards and spread them out face down. Mix up the white cards and spread them out face down near the gray cards.
- Take turns turning over one gray card and one white card. Read aloud the verbs on the cards.
- Are the words forms of the same verb? If not, turn them face down again.
- If the words are forms of the same verb, use the past-tense form of the verb in a sentence. For example, if you match *do*, *does* and *did*, use *did* in a sentence.
- If you made a match and used the past-tense correctly, keep the cards. If not, put the cards back. The player with more cards at the end of the game wins.

do, does did	do, does did	did do, does	did do, does
have, has had	have, has had	had have, has	had have, has
am, is was	am, is was	was am, is	was am, is
are were	are were	were are	were are

For use with TE, p. T508b PM8.9 Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.9

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty creating sentences.

**STRATEGY** Provide students with sentence frames for *did*, *had*, and *was*:  
He did \_\_\_\_\_. They had \_\_\_\_\_. She was \_\_\_\_\_. They were \_\_\_\_\_.

## Day 2

### PROGRAM RESOURCES

More Irregular Past-Tense Verbs:  
eVisual 8.13

Game: Practice Master PM8.10

### MATERIALS

index cards, 16 per group

## Teach the Rules

Use the suggestion on page T516–517 to continue teaching irregular past-tense verbs. Display eVisual 8.13 and explain that students need to learn and remember the special forms of irregular verbs, as they do not follow any rules.

### More Irregular Past-Tense Verbs

become(s) / became

The runners **became** friendly.

choose(s) / chose

They **chose** a long route.

find(s) / found

She **found** the golden surprises.

find(s) / knew

He **knew** how to win the race.

read(s) / read

We **read** two stories about races.

say(s) / said

Turtle **said**, "Sorry!"

[NGReach.com](http://NGReach.com) Irregular Past-Tense Verbs: eVisual 8.13

## Play a Game

Distribute Practice Master PM8.10 and have small groups play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar Game**  
**From Present to Past**

Directions:

- With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
- Take turns turning over the top card.
- Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
- The game ends when all the cards have been taken. The player with the most cards wins.

become became	do did	are were	has had
say said	know knew	read read	is was
achieve achieve	reply read	stop said	choose chose
find found	have had	does did	am was

For use with TE, p. T508b PM8.10 Unit 8 | Getting There

[NGReach.com](http://NGReach.com) Practice Master PM8.10

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty recalling irregular forms.

**STRATEGY** Before playing the game, have students write the verb pairs from eVisual 8.13 several times and repeat them aloud as well. Allow them to refer to their lists as they play.



Form and Use Verb Tenses  
Ensure Subject-Verb Agreement  
Demonstrate Command of Spelling

CC.3.L.1.e  
CC.3.L.1.f  
CC.3.L.2

## Day 3

### Review the Rules

Use **Anthology** page 519 to review past-tense verbs. Then copy and display the chart below to reinforce the rules.

Past-Tense Verbs		
If a past-tense verb: <ul style="list-style-type: none"> <li>is like most verbs</li> <li>ends in <u>e</u></li> <li>ends in a consonant + <u>y</u></li> <li>ends in a vowel + <u>y</u></li> <li>is 1-syllable and ends in a vowel + a consonant</li> </ul>	The form is: walk <u>ed</u> achiev <u>ed</u> repl <u>ied</u> replay <u>ed</u> stop <u>ped</u>	The rule is: add <u>-ed</u> drop <u>e</u> and add <u>-ed</u> change <u>y</u> to <u>i</u> and add <u>-ed</u> add <u>-ed</u> double the consonant and add <u>-ed</u>
If a past-tense verb is irregular, you have to learn it.	be have do read say become find choose know	was/were had did read said became found chose knew

Ask students to spell the regular past-tense verbs and to help write the rules. Then have students write the past-tense forms of the irregular verbs.

### Play a Game

Have partners write clues with past-tense verbs. Explain:

- Imagine you are describing a trip you took to the zoo. Write clues to describe animals or objects you saw. Use past-tense verbs and at least one irregular verb in each set of clues.*
- For example: It was very small and had six legs. It ate some fruit.*
- Trade clues with another pair of students. Try to guess what their clues refer to. Write your guess under their clues.*

### Differentiate

#### EL English Learners

**ISSUE** Students add *-ed* to irregular past-tense verbs.

**STRATEGY** Have students create flash cards for irregular verbs and refer to them as they create clues.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice  
Master PM8.16

### Grammar and Writing

Distribute **Practice Master PM8.16**. Have students use editing and proofreading marks to correct errors with regular and irregular verbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar and Writing**  
**Edit and Proofread**

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs
- irregular past-tense verbs

Editing and Proofreading Marks	
^	Add.
↗	Take out.
≡	Capitalize.
⊙	Add period.
⋈	Add comma.

Last week, Atalanta <sup>read</sup> ~~readed~~ about a turtle who raced a deer—and won! She wanted to race Turtle, so she and Melanion went to Cuba. They <sup>found</sup> ~~finded~~ Turtle crawling on the beach. How did this turtle beat a deer? "What is the secret of your speed?" Melanion <sup>asked</sup> ~~ask~~. Turtle just shruged, but he agreed to a race.

After Atalanta and Melanion left, Turtle called his cousins. They <sup>divided</sup> ~~dividedd~~ the route again.

The next day, Atalanta <sup>was</sup> ~~wasd~~ on the beach. Melanion had gone to the finish line to wait. Guess who he <sup>surprised</sup> ~~surprisedd~~? "I <sup>knew</sup> ~~knowed~~ you had a secret!" <sup>said</sup> ~~saidd~~ Melanion. Turtle <sup>replied</sup> ~~repliedd~~, "I have cousins along the route." When Atalanta arrived, all three <sup>enjoyed</sup> ~~enjoyedd~~ a laugh. "It was a clever trick!" admitted Atalanta.

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NGReach.com Practice Master PM8.16

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A8.13–A8.14

### Review and Assess

Display the verbs below. Have partners change each verb to its past-tense form and write its corresponding rule.

walk tag stay try achieve

Display the verbs below. Have partners write a sentence for each verb using its past-tense form.


do have be find know read

Administer the **Writing, Revising, and Editing Test**.

# Week 2 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Measurement**

 **Introduce and Develop Characters**

## COMMON CORE STANDARDS

Introduce Narrator and/or Characters  
Use Dialogue and Description

CC.3.W.3.a  
CC.3.W.3.b

### Introduce Characterization Day 1

#### PROGRAM RESOURCES

Introduce Characters: eVisual 8.10

### Teach the Skill

Explain that writers usually develop characters by showing their actions, thoughts, and feelings. Elaborate: *Sometimes writers show their characters' thoughts and feelings through what the characters say to each other. At other times, writers show what their characters do or how they respond to events or situations.*

Display **eVisual 8.10** and read it aloud.



### Introduce Characters

Greg and Anish stared at the stack of wood sitting in a pile in the garage.

"Are you sure this is going to work?" Greg asked, frowning.  
Anish smiled. "Trust me," he said.

Anish snatched the tape measure off the counter. He quickly measured five pieces of wood and told Greg to scribble the numbers down on a pad of paper. Then Anish asked his father to cut the wood. As Greg watched, Anish nailed the five pieces of wood together.

When he was finished, Anish wiped the sweat off his forehead. Building the soap box derby car was off to a good start. He felt proud of his work.

"Can we take a break?" Greg sighed.

Anish thought for a moment. "Hand me that screwdriver," he said.

 [NGReach.com](https://www.ncreach.com) Introduce Characters: eVisual 8.10



**INTERACTIVE WHITEBOARD TIP:** Underline dialogue. Circle actions.

Point to the dialogue at the beginning of the story. Ask: *What does the dialogue show us about Greg and Anish?* (Greg is unsure about the project, while Anish is confident.) Point out that the dialogue reveals the characters' thoughts and feelings.

Ask students to describe Anish. Ask: *How does Anish respond to the situation? What does he say or do that shows us his character?* (He is in charge of the project; he measures the wood; he tells Greg what to do; he asks his father for help; he is ready to keep working.) Explain that these details describe Anish's actions and that his actions reveal something about his character.

### Develop a Human Character Day 2 Option 1

#### Introduce

Arrange students in small groups. Tell students that they will write a short passage about Sophy from "Running Shoes" on **Anthology** pages 490–504. Tell students they will be writing about the moment when Sophy receives her new shoes. Explain that they will use dialogue and describe Sophy's actions to show how she acts, thinks, and feels.

#### Practice

Have groups brainstorm how Sophy acts, thinks, and feels as she receives her new shoes. Have them jot down words and phrases that describe Sophy's likely thoughts and feelings. Have them also record what Sophy probably did. Students may use a concept web for this, or may just make notes.

Have students use their notes to write a short passage to add to the story "Running Shoes." Remind students to include some dialogue.

Have each group read its passage to another group. Have listeners discuss what they learned about Sophy from the dialogue and her actions.

### Create a Human Character Day 2 Option 2

#### Introduce

Arrange students in pairs. Tell students that they will create a new character who visits Sophy from the story "Running Shoes." Tell students they will write a short passage that could be part of another story about Sophy.

#### Practice

Have each pair jot down basic details, such as the character's name and what he or she looks like. Have them brainstorm how their character acts, thinks, and feels on the trip to Sophy's village.

Then have partners use their notes to write a fictional passage. Remind students to use dialogue and descriptions of actions to show how the new character acts, thinks, and feels.

Have partners read their passages to other pairs of students. Have listeners discuss what they learned about the new character through his or her actions and words.





## SUGGESTED PACING

DAY 1 Teach the Skill  
DAY 2–4 Daily Practice Options  
DAY 5 Review and Assess

### Create an Animal Character Day 3 Option 1

#### Introduce

Arrange students in small groups. Tell students that they will write a story about Grasshopper from the fable “The Ant and the Grasshopper” on **Anthology** pages 261–265.

#### Practice

Have each group write a different story about Grasshopper. Suggest possible plot ideas:

1. It's summer, and Grasshopper won't put on any sunscreen.
2. It's the rainy season, and Grasshopper won't build a raft.
3. It's the dry season and Grasshopper won't save any water.

Have groups brainstorm plot ideas, then discuss how Grasshopper might act, think, and feel in response to the situation. Have them jot down words and phrases that describe Grasshopper's thoughts, feelings, and actions.

Then have students turn their notes into short story passages. Remind students that they should use dialogue and let readers watch Grasshopper do things in order to learn about him.

### Create an Animal Character Day 3 Option 2

#### Introduce

Arrange students in pairs. Tell students that they will use dialogue and descriptions of actions to introduce and develop an animal character who is about to run, swim, or fly in a long race.

#### Practice

Have each pair of students create an animal character and write down basic details, such as the character's name and the kind of animal the character is. Have partners brainstorm how their character acts, thinks and feels about the race. Tell partners to write down words and phrases that describe the characters' thoughts, feelings, and actions.

Then have partners use their notes to write short story passages that reveal their character to readers through the character's words and actions.

### Revise a Narrative Piece Day 4

#### Introduce

Explain that students will revise narratives to more fully develop characters.

#### Practice

Have students choose narrative pieces from their Weekly Writing folders and revise them to develop the characters. Remind students to show characters' thoughts and feelings through what the characters say to each other, what they do, and how they respond to events.

### Review and Assess Day 5

#### PROGRAM RESOURCES

**Writing, Revising, and Editing Test:**  
Assessment Masters A8.13–A8.14

#### Review the Skill

Have partners think about their favorite characters from books or comics and then choose a character with which they are both familiar.

Then have partners discuss what the character is like and how he or she acts, thinks, and feels. Tell students to list how the writer shows what the character is like. Have them list actions that reveal the character's personality and traits. Partners should list some of the things the characters says and ways the character responds to events.

Have partners share their lists with another pair of students.

 Administer the **Writing, Revising, and Editing Test**.

## OBJECTIVES

### Thematic Connection: Measurement

- Understand Word Relationships
- Describe Characters


## PROGRAM RESOURCES

### TECHNOLOGY ONLY

Read Aloud: eVisual 8.8

## MATERIALS

timer



## WARM-UP

Have students review the readings from Week 1, including “Running Shoes” and the **Small Group Reading** books. Have each student choose a character and describe how that character used math to achieve a goal.

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *direction*.

For **Writing Routine 1**, see page BP47.

## Academic Talk

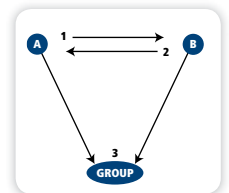
### 1 Discuss the Big Question

Tell students they will answer the question: *In what ways do you use numbers?* Remind students that they know how to tell about their own experiences by sharing facts and relevant details. Emphasize that listeners will better understand students’ ideas if they speak clearly and at an understandable pace.

Model how to answer the question by recounting one of your own experiences using numbers. For example: *While cooking, I use numbers in **measurement units** such as grams and tablespoons, so I know how much of each ingredient to include.*

Use a **Three-Step Interview** to have students discuss the question.

- Have students work with partners.
- Have Student A interview Student B.
- Have partners reverse roles.
- Have students share information from their partners with the class.



**Three-Step Interview**

For **Three-Step Interview**, see page BP46.

## Vocabulary Strategy

### 2 Word Categories Anthology page 508

Remind students that they have already learned how to classify details by grouping ideas together. Elaborate: *You can categorize words in a similar way.*

Project **Student eEdition** page 508 and read aloud the first two paragraphs and the example. Model the thinking for the web: *We use units like **meters, kilometers, and feet** to measure things. **Distance** is something we measure. So all the words in the web are related to the topic: **measurement**.*

Display these words: *football, baseball, soccer*. Ask: *How are these words related?* If needed, write and display this frame: *Football, baseball, and soccer are all names of \_\_\_\_*. Have students explain how all three words are related to the same topic, or category. (sports) Make a word web for *sports*, using the three words. Invite volunteers to suggest additional words to add to the web.

## COMMON CORE STANDARDS

### Reading

Recount Folktales	CC.3.Rlit.2
Describe Characters and Explain Characters’ Actions	CC.3.Rlit.3
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Discuss Topics, Expressing Ideas Clearly and Building on Others’ Ideas	CC.3.SL.1
Recount an Experience	CC.3.SL.4

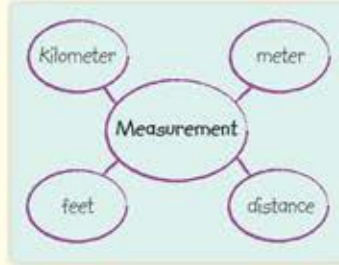
### Language and Vocabulary

Understand Word Relationships	CC.3.L.5
Acquire and Use General Academic Words	CC.3.L.6

## Word Categories

When you make a **word category**, you put words that relate to the same topic in a group. This helps you learn more words about a topic.

In the example, **measurement** is the topic. Which words relate to the topic?



### Try It Together

Read the passage. Then complete each item.

My brother's **goal** is to learn how to cook. His **strategy** is to cook two meals a week for our family. I think he will achieve his goal, but I am not looking forward to those meals!

1. **Goal and strategy** could be placed in a category of words about \_\_\_\_\_.

- A time
- B meals
- C success
- D measurement

2. Which word is in the same category as **goal and strategy**?

- A cook
- B week
- C family
- D achieve

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Anthology page 508

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Resources

NGReach.com

### 3 Try It Together Anthology page 508

Read the directions and sample passage aloud. Then have partners work together to answer the questions. (question 1: C; question 2: D)

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Understand Word Relationships ✓

As students answer the questions, determine whether they understand the relationships of words.

If students have difficulty understanding how the words relate, reteach the concept of word categories using this sentence: *I had to go to the hospital because I broke my arm at the park.* Suggest several possible categories, such as “places to play,” “buildings,” or “community places.” Explain: *It is important to make sure that both words, not just one, relate to the category. Although park fits into the category “places to play,” hospital does not fit that category. Hospital and park both fit into the category “community places.”*

## Weekly Writing

Gather students’ writing throughout the week:

- ✓ Daily Writing Skills Practice (T507q–T507r)
- ✓ Power Writing (T507s, T508c, T517d, T519a, T519e)
- ✓ Writing (T508b, T516–517, T519, T519d, T519g)
- ✓ Writing Project (T519i–T519l)

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty understanding and categorizing abstract nouns.

**STRATEGY** Use each pair of words in context sentences about topics familiar to students. Discuss the meanings of the words and create word webs to help students determine answers.

### AL Above Level

**ISSUE** Students meet the minimal requirements by naming the correct category.

**STRATEGY** Have students explain why the words should be categorized together, using the words *goal*, *strategy*, *success*, and *achieve* in their explanations.

## Fluency

**Model Expression** As you read the **Read Aloud**, model how to read with proper expression. Explain:

*When you read, change your voice to support the meaning of the text.*

## Comprehension

## 4 Analyze Character ✓

Remind students that they have already learned how characters' dialogue and actions reveal their traits, feelings, viewpoints, and motives. Explain: *Characters' ideas, thoughts, feelings, and responses to others can show their motives, or the reasons for their actions.*

Display **eVisual 8.8**. Ask students to listen for clues to the characters' motives as you read the passage aloud.



## Read Aloud

Folk Tale

**The Donkey**  
A Retelling of an Aesop Fable

One morning, a boy named Joseph set out for the market with his Papa. The boy and his father took turns leading the donkey as it pulled their cart. On the way, they met two boys named Peter and Max who whispered to each other and laughed.

"Why are you laughing?" Joseph asked.

"We just noticed that you have a donkey," said Peter, "but both of you are walking. Why doesn't someone ride the donkey?"

Joseph did not want to look foolish, so he climbed onto the donkey's back. Soon they met Joseph's teacher on the path.

"Joseph!" she scolded. "Your father works hard; why don't you let him ride?"

Joseph felt guilty and gave Papa his place on the donkey. Soon, they passed by Auntie Minnie's house. She looked very angry.

"What kind of father are you?" she shouted at Papa. "Sitting on that donkey while your poor little son walks so far!"

When he heard that, Papa felt bad and climbed down. Joseph and his father continued on their way, leading the donkey together again. Soon Papa began to chuckle, "I suppose it is impossible to please everyone at the same time," he said.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 8.8



**INTERACTIVE WHITEBOARD TIP:** Underline clues to the characters' motives.

Model explaining the characters' motives: *Peter and Max whispered to each other and then laughed because Joseph and Papa weren't riding the donkey. The boys' actions and words show that the boys wanted to make Joseph and his father feel foolish.*

Have partners retell the folk tale, describing the setting, characters, and events. Then have partners discuss the motives of each character: Papa, Joseph, the teacher, and Aunt Minnie. Remind students to explain their thinking by citing characters' ideas, thoughts, feelings, and responses to other characters.

See **Differentiate**



## Check & Reteach

**OBJECTIVE:** Describe Characters ✓

As students discuss the folk tale, check for their ability to describe characters and their motives.

If students cannot describe characters, use the teacher in the folk tale to model the thinking: *The teacher scolded Joseph, so I think she felt disappointed in him. The teacher's motive was to teach Joseph to respect his father.*

## Writing

### 5 Write About Character

Tell students that they will write “wanted” posters that the teacher in the folk tale or Aunt Minnie might post if they were looking for Joseph or his father. Model the basic elements of a wanted poster.

#### Think Aloud

*A wanted poster usually tells the person's name, describes the person, and gives details to help readers find that person.*

#### Write

WANTED

Name: Joseph  
Description: young boy

Last Seen: with his father and a donkey on the way to the market

Wanted For: Disrespect; riding on the donkey while his father walked

Have students create wanted posters individually. Remind students to base their posters on the teacher's or Aunt Minnie's ideas, thoughts, feelings, and responses to other characters. Have students illustrate their posters and share them with small groups. Then have students add their posters to their Weekly Writing folders.

## WRAP-UP

Have each student introduce one of the characters from last week's readings to a partner. Remind students to introduce the character by name and then describe the character's ideas, thoughts, feelings, responses to other characters, and motives.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T507m

### Daily Grammar ✓

Say: *In the Read Aloud, Auntie Minnie was angry.* Then use page T507o to introduce the irregular past-tense verbs *did, had, and was/were.*

### Daily Writing Skills ✓

Tell students that the author of the **Read Aloud** develops Joseph's character by showing us his actions, thoughts, and feelings. Then use page T507q to introduce characterization.

## Differentiate

### EL English learners

**ISSUE** Students lack the English language proficiency to describe the characters and their motives.

**STRATEGY** Prompt students with forced-choice questions about each character. For example:

- *Did Joseph feel embarrassed or tired?*
- *Was his motive for getting on the donkey guilt or sadness?*
- *Did he want to rest or to make the boys stop laughing?*

### BL Below Level

**ISSUE** Students have trouble interpreting the clues to the characters' motives.

**STRATEGY** Have partners write each character's name. Then have them write words and phrases that describe what that character thinks, feels, and does in response to another character. Provide sentence frames for describing the characters' motives.

For example:

- \_\_\_\_\_ says \_\_\_\_\_.
- This character feels \_\_\_\_\_.
- This character \_\_\_\_\_ because \_\_\_\_\_.

## OBJECTIVES

### Thematic Connection: Measurement

- Understand Word Relationships
- Describe Characters
- Choose Reading Strategies to Comprehend Literature

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

Shades of Meaning: eVisual 8.14

## MATERIALS

timer

## Power Writing

Have students write as much as they can as well as they can for one minute about the word *achieve*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

Determine the Central Message	CC.3.Rlit.2
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Read and Comprehend Literature	CC.3.Rlit.10
Read with Fluency to Support Comprehension	CC.3.Rfou.3
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b
<b>Writing</b>	
Write Opinions on Texts	CC.3.W.1
Link Opinions and Reasons	CC.3.W.1.c
<b>Speaking And Listening</b>	
Discuss Texts, Building on Others' Ideas	CC.3.SL.1
<b>Language and Vocabulary</b>	
Understand Word Relationships	CC.3.L.5
Distinguish Shades of Meaning	CC.3.L.5.c

## WARM-UP


Have each team create a web for words related to a topic, such as characters, motives, events, and dialogue. Have the other teams guess each topic.

## Vocabulary Strategy


### 1 More Word Categories

Review how to categorize words. Display *gallop*, *sprint*, and *trot*. Explain: *Some related words can have similar, but slightly different, meanings.*


Display and read aloud **eVisual 8.14**.

 **Shades of Meaning**

Running



trot                      gallop                      sprint

[NGReach.com](http://NGReach.com) Shades of Meaning: eVisual 8.14  **INTERACTIVE WHITEBOARD TIP:** Label the three speeds: *slow, fast, very fast.*

Explain that one way to categorize related words is to list them on a scale. Describe how words on this scale are related according to speed. Have partners categorize *angry*, *furious*, and *upset* on a scale that shows the relative shades of meaning, weakest to strongest.

## Check & Reteach

### OBJECTIVE: Understand Word Relationships

Listen to check whether students can determine the synonyms' shades of meanings. If students have difficulty, display and explain a ranking of the words *fabulous*, *great*, and *OK* on a scale for the topic *good work*.

## Academic Talk

### 2 Preview and Predict

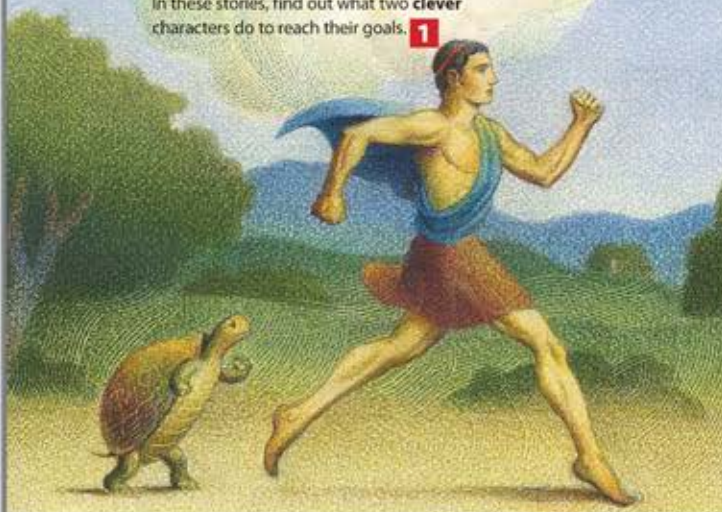
Review: *Before you begin reading a selection, look at the illustrations for information about the characters and setting.* Project **Student eEdition** page 511 and have students build on each other's ideas as they preview the illustrations and discuss their predictions about the selection.

**Connect Across Texts** Now read a myth and a folk tale about some characters who use numbers to help them reach their goals.

**Genre** A **myth** is a very old story that often has gods and goddesses as characters. A **folk tale** is a story that people have told over and over. It often has animals as characters.

# TWO CLEVER PLANS

In these stories, find out what two **clever** characters do to reach their goals. **1**



**In Other Words**  
clever smart

**Before You Move On**

- 1. Preview and Predict** Read the title and the text. Look at the picture. What do you think the stories will be about?
- 2. Make Connections** Think of a time when you felt clever. Describe what happened.

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STUDENT  
TECHNOLOGY

**e**  
Student  
eEdition

**globe**  
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NGReach.com

Anthology page 509

## Reading

### 3 Read a Myth

**CONNECT ACROSS TEXTS** Project Student eEdition page 509 and say: *Think about how math helped Sophy **achieve** her **goal** in "Running Shoes."* Read aloud the introduction and ask: *As you read, think about this question: What tools can we use to **achieve** our **goals**?*

**GENRE** Read aloud the explanations. Elaborate: *Many myths and folk tales tell about characters who try to **achieve** **goals**. Sometimes the characters use tricks to **achieve** their **goals**.*

**SOCIAL STUDIES BACKGROUND** Greek myths tell stories that explain natural phenomena, document important events, or teach moral lessons through interactions among gods, goddesses, and the humans who lived among them. Atalanta, a human female, was an athlete who competed successfully with her male peers.

### Read and Build Comprehension

**1 Ask Questions**  *What question do you have about the selections?*

(Possible response: I wonder how the characters in the stories show that they are clever.) *What have you read so far that helps you answer the question?* (I read that the characters reach their **goals**. So I think they use creative ways to get what they want.) *What questions do you have now?* Now I wonder what their clever **strategies** will be.

## Fluency

**Practice Expression, Accuracy, Rate** As students read, monitor their expression, accuracy, and rate.

## Answers Before You Move On

**1. Preview and Predict** Possible response: I read that the stories are about two clever characters. I think the stories will be about a turtle and a man who win races by being clever.

**2. Make Connections**  Possible response: This is about clever plans. I think of a time when I planned to surprise my parents with breakfast on their anniversary. Now I understand that the characters might plan something in secret.





## 1 THREE GOLDEN APPLES

a Greek myth retold by Colleen Pellier  
Illustrated by Raúl Colón

Atalanta lived long ago in Greece. Her father, King Iasius, wanted her to marry, but Atalanta had her own ideas. “I’ll only marry the man who can beat me in a race!” she said.

Of course, the beautiful young woman didn’t **intend** to become any man’s wife. She was the fastest runner in the land. No man would **outrun** her.

Day after day, **eager young men** tried, but each one failed. “I’ll be free forever,” Atalanta thought. **2 3**

**In Other Words**  
**intend** plan  
**outrun** run faster than  
**eager young men** young men who wanted to win

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Anthology  
pages 510–511

Melanion, one of **her suitors**, watched the races with sadness. He was in love with Atalanta, but how could he **outrun** her?

He begged Aphrodite, the goddess of love, for help. The kind goddess led him into her garden. Flowers bloomed on every bush. Their sweet **perfume** made Melanion think of Atalanta even more. Aphrodite **paused** under a tree in the center of the garden. She plucked three golden apples and handed them to the young man. “No one can **resist** these,” she said.



**In Other Words**  
**her suitors** the men who wanted to marry Atalanta  
**perfume** smell  
**paused** stopped  
**resist** say no to

### ► Before You Move On

- 1. Clarify** Atalanta does not want to marry, but she says she will marry any man who can outrun her. Explain.
- 2. Character’s Motive** Why does Melanion want to win the race?

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## Answers Before You Move On

- 1. Clarify** Atalanta is the fastest runner in the land. She thinks that no man will be able to beat her in a footrace, so she will never have to marry.
- 2. Character’s Motive** Melanion is in love with Atalanta. If he can win the race, Atalanta will marry him.

## Best Practices

**Choose a Variety of Reading Strategies** Display a menu of reading strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, and Synthesize.

As students read “Two Clever Plans,” encourage them to select reading strategies that will help them comprehend the text. For example, say:

- Which details in the text can help you visualize Atalanta’s race?
- What questions do you have about Turtle’s plan as you read the text? Where can you look for answers?
- Do the ideas or events remind you of something else? You can put the ideas together to make a connection.
- After reading the text, what generalization can you make about planning to **achieve** a **goal** that is true for other situations, too?

## Read and Build Comprehension

- 1 Plan and Monitor: Preview and Predict** Read the title and look at the pictures. (Possible responses: I read “Three Golden Apples.” I see a woman running. I also see another woman giving a man an apple.) What will be your purpose for reading the myth? (I will read to find out what the man does with the apple.)
- 2 Analyze Character** Why does Atalanta want to remain unmarried? (She wants to be free forever.) What information shows you this motive? (She refuses to obey her father and sets up footraces that she is sure she will always win.)
- 3 Visualize** How do you visualize the races between Atalanta and the young men who want to marry her? (Possible response: I read that a lot of men try to race Atalanta, but they all lose. I picture that the men are excited that they might get to marry her. I imagine Atalanta running really fast and passing the men, to their surprise. I feel that she is happy to still be free.)
- 4 Synthesize: Form Generalizations** What would most people in ancient Greece think about Atalanta’s challenge to her suitors? (Possible response: I read that Atalanta agrees to marry a man who can beat her in a footrace. I know that deciding whom to marry is an important decision. I think that most people in ancient Greece believed that running fast was an important character trait.)
- 5 Details** What does Aphrodite do to help Melanion win the race? (She gives him golden apples that Atalanta will not be able to resist.)



Melanion chose the next day to race Atalanta. The two runners stood side by side, waiting to begin. Atalanta's golden hair streamed down her back. Her eyes sparkled like the jewels in her father's crown. **At the signal**, she shot ahead like an arrow.

Melanion rolled the first apple off the path and Atalanta **darted** after it. She scooped it up and flew past him again.

Melanion tossed the second apple farther. Atalanta **swerved** off the course to **grasp** it. Soon she was beside him again. She sailed ahead, her hair blowing behind her.



In Other Words  
**At the signal** As soon as the race started  
**darted** ran  
**swerved** turned  
**grasp** grab



Melanion **flung** the last apple as far as he could. It glittered in the grass, and Atalanta dashed after it. It took her only seconds to reach him again. Melanion's muscles burned with pain, but he pushed harder. With a final burst of energy, he shot over the finish line.

"That's unfair!" Atalanta cried. "I had to run three times as far to get these apples!"

But **a smile touched her lips**. Melanion was not as fast as she was, but he would make a handsome, clever husband.

**4 5 6 7**

In Other Words  
**flung** threw  
**a smile touched her lips** she smiled

► **Before You Move On**

- 1. Visualize** What words help you picture Atalanta in your mind?
- 2. Goal/Outcome** Explain the **strategy** Melanion used to reach his **goal**.

## Read and Build Comprehension

- 6 Plan and Monitor: Monitor and Clarify** ✓ *How can you check to make sure you understand the myth?* (Possible response: I read about what happens during the race. I ask myself: Why did Atalanta lose this race if she was the fastest runner in the land? I reread and find out that Atalanta loses the race because she stops to pick up every apple that Melanion throws.)
- 7 Synthesize: Draw Conclusions** ✓ *How does Atalanta feel about marrying Melanion? What evidence leads you to that conclusion?* (I read that she smiles after she loses the race. I also read that she thinks that Melanion is handsome and clever. I connect the ideas and conclude that she is willing to marry him.)
- 8 Analyze Character** ✓ *How have Atalanta's motives changed?* (At first, Atalanta wanted to be free forever. At the end of the race Atalanta realizes that she would like to marry a handsome, clever man.) *What information shows this?* (Atalanta smiles even though she does not win the race.)
- 9 Summarize** ✓ *Summarize the myth about Atalanta and Melanion.* (The myth was about how Atalanta lost a race but gained a husband. I should remember that Atalanta decided to race men who wanted to marry her because she knew she could beat them all and keep her freedom. When Melanion tricked her into losing the race, she decided that she would be happy with a handsome and clever husband.)

## Answers Before You Move On

- 1. Visualize** ✓ Possible response: I read that golden hair streamed down her back, her eyes sparkled like jewels, and she shot ahead like an arrow. I picture her long, golden hair streaming behind her as she runs. I feel the freedom she feels as she runs.
- 2. Goal and Outcome** To reach his **goal**, Melanion threw golden apples along the path. Because Atalanta stopped to get the golden apples, she did not finish the race as fast as Melanion did.



## TURTLE AND HIS FOUR COUSINS

a Cuban folk tale retold by **Margaret Read MacDonald**  
Illustrated by **Raúl Colón**

**H**ey, Slow Poke Turtle! Move those little legs!” called Deer. Deer made fun of people. Turtle didn’t care.  
“Slow Poke yourself! I am faster than you,” he **muttered**.  
“Ha!” snorted Deer. “Look at my long legs! Want to RACE?”  
Turtle stopped. “Hmm, I wonder . . .” he **mumbled**. Then he had an idea. “Meet me tomorrow at the beach. We will race all the way to the fourth hill.” **1**  
Deer ran off laughing. “Tomorrow you LOSE!” he called.

**In Other Words**  
**muttered** said quietly  
**mumbled** said in a low voice

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**Anthology**  
pages 514–515

Turtle went to see his four cousins. “Cousin Number One, I want you to go to the first hill. Cousin Number Two, go to the second hill. You, Third Cousin, go to the third hill. Cousin Number Four, I want you to meet Deer at the beach to start the race.”

Then Turtle slowly made his way to the fourth hill and waited.

Deer arrived on the beach, singing his proud song. “Deer Long Legs! Fast! Fast! Fast! Deer Long Legs! Fast! Fast! Fast!”

Cousin Number Four sang, too. “Turtle is here. Here. Here. Here.”



### ► Before You Move On

- Character’s Motive** Why does Deer challenge Turtle to a race?
- Ask Questions** Do you have any questions about Turtle’s plan? What are they? What can you do to find the answers?

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## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T507m

### Daily Grammar ✓

Point out the verb *said* in the fourth paragraph of **Anthology** page 517. Explain that *said* is the past tense of *say*. Then use page T507o to teach more irregular past-tense verbs.

### Daily Writing Skills ✓

Display the last paragraph of **Anthology** page 513 and explain that the sentence *A smile touched her lips.* shows something about Atalanta’s character. Then use page T507q to practice developing characters.

## Read and Build Comprehension

- Analyze Character** ✓ *Why does Turtle act the way he does? What evidence shows this motive?* (Turtle ignores Deer’s teasing and uses a **strategy** to win the race. This shows that Turtle wants to prove that he is better than Deer.)
- Determine Importance: Summarize** ✓ *Summarize the folk tale.* (This part is about the end of the race. I should remember that Deer made fun of Turtle before the race. This part shows how Turtle won the race by tricking Deer.)

## Check & Reteach

### OBJECTIVE: Describe Characters ✓

Listen to students’ responses to all the comprehension questions about analyzing character. If students have difficulty describing characters and their motives, model using Melanion as an example: *Melanion felt sad because he wanted to marry Atalanta. He begged Aphrodite to help him win the race. Melanion’s feelings and actions tell me that his motive was to win the race so Atalanta would marry him.*

### OBJECTIVE: Choose Reading Strategies to Comprehend Literature ✓

The comprehension questions address a variety of reading strategies. Monitor students’ responses to confirm that they understand how to use each strategy. If students have difficulty using reading strategies, ask: *What reading strategy will help you choose a purpose for reading? How can you check to make sure you understand a story?* Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

## Answers Before You Move On

- Character’s Motive** ✓ Deer wants to prove that he is faster than Turtle.
- Ask Questions** ✓ I wonder how Turtle plans to win the race. I read that he asked his four cousins to pretend to be him ahead of Deer along the way.



The race began. Deer ran off SO fast. The turtle moved slowly through the sand.

Deer reached the first hill! He sang his song to **prove** he was there. “Deer Long Legs! Fast! Fast! Fast!”

Then he heard a little voice in the grass. “Turtle is here. Here. Here. Here.”

“What?” Deer cried. He ran faster to the second hill.

“Deer Long Legs! Fast! Fast! Fast!”

But a tiny voice answered, “Turtle is here. Here. Here. Here.”

“Not POSSIBLE!” thought Deer. He ran faster.

In Other Words  
**prove** show

Deer reached the third hill. He was out of breath.

“Deer Long Legs . . . Fast, fast, fast . . .”

Then he heard, “Turtle is here! Here. Here. Here.”

“NO!” Deer cried, **stumbling along** to the last hill.

He could hardly breathe. “Fourth hill! I win,” he **gasped**.

“Deer Long Legs . . .”

But someone was already singing. “Turtle is here. Here! Here! Here!” Then Turtle said in a **mocking** voice, “Sorry, Long Legs. Short Legs won the race.”

After that, if Deer felt like making fun of somebody, he just **kept his comments to himself**. ❖ **2**



In Other Words  
**stumbling along** running and falling  
**gasped** said out of breath  
**mocking** teasing  
**kept his comments to himself** did not say anything

► **Before You Move On**

- 1. Clarify** What happens to Deer on each hill?
- 2. Goal/Outcome** What is Turtle’s **goal**? Does he get what he wants? Explain.

## Writing

### 4 Write and Support an Opinion

Introduce: *You will write an opinion paragraph about the character you think is cleverer: Melanion or Turtle.* Model writing to express an opinion.

#### Think Aloud

*First, I will write my opinion. Then I will give a reason for my opinion.*

#### Write

I think that Turtle is cleverer than Melanion because Turtle thought of his strategy by himself. Melanion needed Aphrodite’s help.

Remind students to include details from the myth or folk tale to support their opinions. Then have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Students lack English language proficiency to express opinions.

**STRATEGY** Provide this sentence frame: *I think \_\_\_\_\_ is cleverer because \_\_\_\_\_.*

### AL Above Level

**ISSUE** Students have strong opinions and write at length.

**STRATEGY** Ask students to circle their opinions and underline each supporting detail. Then have them answer this question about each supporting detail: *How does this detail support your opinion?*

**WRAP-UP** Have partners choose one character from either the myth or the folk tale and one character from last week’s readings. Have partners compare each character’s motivations.



### OBJECTIVES

**Thematic Connection: Measurement**

Compare Settings

Grammar: Use Past-Tense Verbs

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM8.11

Grammar Practice: Practice Master PM8.12

#### TECHNOLOGY ONLY

Read Aloud eVisual 8.8

Grammar Passage: eVisual 8.15

### MATERIALS

timer

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *estimate*.

For **Writing Routine 1**, see page BP47.

### COMMON CORE STANDARDS

#### Reading

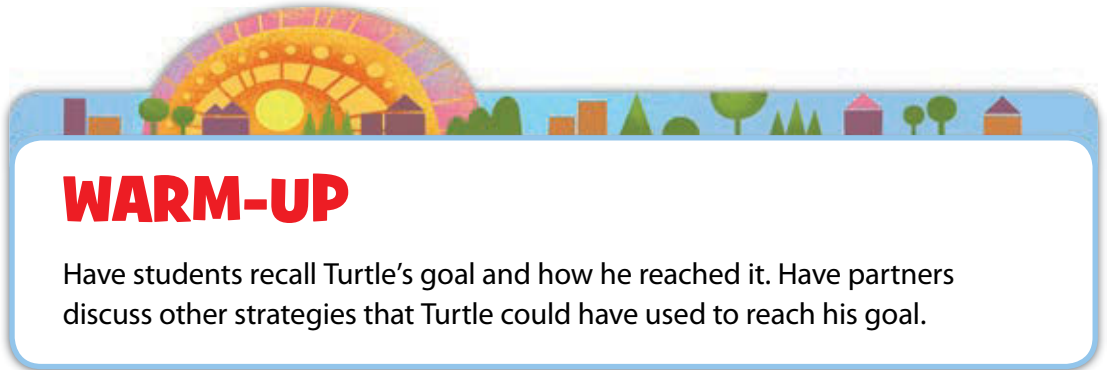
Recount Folktales	CC.3.Rlit.2
Refer to Parts of Stories and Describe How Successive Parts Build	CC.3.Rlit.5
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

#### Speaking and Listening

Discuss Texts, Expressing Ideas Clearly	CC.3.SL.1
Explain Ideas and Understanding	CC.3.SL.1.d

#### Language and Vocabulary

Demonstrate Command of Grammar Form and Use Regular and Irregular Verbs	CC.3.L.1
Form and Use Regular and Irregular Verbs	CC.3.L.1.d
Form and Use Verb Tenses	CC.3.L.1.e
Demonstrate Command of Spelling	CC.3.L.2
Use Knowledge of Language and Conventions	CC.3.L.3
Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6



## WARM-UP

Have students recall Turtle's goal and how he reached it. Have partners discuss other strategies that Turtle could have used to reach his goal.

## Vocabulary Review

### 1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 518 and point out the Key Words. Also display *outcome* and *motive*. Chorally read all the words as a class. Pause after each word and have a volunteer give the definition.

Challenge partners to think of categories the words relate to, such as physical measurement and reaching goals. Have them create word webs to classify all the words into categories.

## Review and Integrate Ideas

### 2 Compare Settings **Anthology** page 518

Have students recall what they know about settings and other story parts: characters, events, beginning, middle, and end. Project **Student eEdition** page 518. Read aloud the introduction and have students answer the questions. Then explain the chart and model making the first entry. Read aloud the instructions below the chart and have partners complete **Practice Master PM8.11**.

Explain that the setting of a story can affect the characters' actions and the sequence of events in a story. Elaborate: *The setting of "Three Golden Apples" is ancient Greece where and when foot races were popular. In a modern city, the characters might race through the Internet instead of on foot. Melanion might set up false links to make Atalanta lose the race.*

Have students reread "Two Clever Plans" aloud. Then have small groups discuss how different settings might affect characters' actions, the sequences of events, and the outcomes of the myth and the folk tale.

Key Words	
achieve	kilometer
direction	measurement
distance	meter
estimate	strategy
feet	unit
goal	

## Compare Settings

"Three Golden Apples" and "Turtle and His Four Cousins" have different settings. Where does each story take place? When does each story happen? Complete the comparison chart with a partner.

Comparison Chart

	"Three Golden Apples"	"Turtle and His Four Cousins"
Where	Greece	
When		

With your partner, look back at the pictures in the stories. Use the pictures and your chart to compare and contrast the settings.

### Talk Together

Now think about Melanion in the myth and Turtle in the folk tale. What tools help them **achieve** their **goals**? Use **Key Words** in your discussion.

518

### STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 518

## Academic Talk

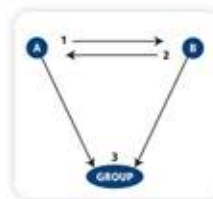
### 3 Talk Together Anthology page 518

Read aloud the **Talk Together** directions and question. Clarify: *Think about the items, skills, and people that helped the characters achieve their **goals**. Explain your ideas and understandings clearly.*

Use a **Three-Step Interview** to have partners discuss the question using the Key Words.

- Have students form pairs.
- Have Student A interview Student B.
- Have partners reverse roles.
- Have Student A share Student B's ideas with the class; then have Student B share Student A's ideas.

For **Three-Step Interview**, see page BP46.



Three-Step Interview

## Fluency

**Practice Expression** As partners reread the myth and folk tale aloud several times, circulate and listen for correct expression.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Comparison Chart**

### Compare Settings

Compare the settings in "Three Golden Apples" and "Turtle and His Four Cousins."

	"Three Golden Apples"	"Turtle and His Four Cousins"
Where	Greece	in the Cuban countryside
When	ancient times	long ago

Talk with a partner about the stories. Tell which story character you liked best and why.

PM8.11 Unit 8 | Getting There

NGReach.com Practice Master PM8.11

## Differentiate

### SN Special Needs

**ISSUE** Students are unable to identify regular and irregular verbs because they are distracted by the other words in the text.

**STRATEGY** Have students list each verb in the first two paragraphs on page 492. Then have them study the Grammar Rules chart to determine whether each verb is regular or irregular.

### EL English Learners

**ISSUE** Students lack English language proficiency to identify verbs in the past tense.

**STRATEGY** Provide a T chart that lists present-tense forms of the verbs in the first two paragraphs on page 492.

Present-Tense Forms	Past-Tense Forms
begin	
cackle	
grow	
is	
live	
rain	

Have students find similar verbs in the paragraphs and write them in the past-tense column. Then have them use the Grammar Rules chart to determine whether each past-tense form is regular or irregular.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Practice**

### After School

**Grammar Rules Verb Tenses: Present and Past**

Use present tense to tell about an action that happens now or happens often.

Use past tense to tell about an action that already happened.

Present tense → I **run** three kilometers every day.

Past tense → I **ran** three kilometers yesterday.

Fill in the blanks with present-tense or past-tense verbs.

Every day after school, I play soccer. Yesterday, we played a game. At first, I did nothing. I was on the bench. I watched my friends. Then the coach ran over to me.

"Maria," she said, "You always run fast. You always kick the ball well. We need you now."

I went out on the field. I scored a goal! Our team was the winner!

**Write** Tell a partner about something you did yesterday and something you do almost every day. Use past-tense and present-tense verbs.

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**PM8.12** Unit 8 | Getting There

## Grammar Focus

### 4 Past Tense Anthology page 519

Project **Student eEdition** page 519. Have students share what they have learned about verbs in the past tense. Then read the introduction aloud and explain every concept in the chart, with special emphasis on the relationships between the *Now* and *In the Past* columns. Then display **eVisual 8.15** and read aloud the passage.



### Grammar Passage

In an old story, a tortoise ran a race against a hare. The tortoise studied the hare. He knew that he ran more slowly than the hare, so he planned a strategy. The hare started quickly while the turtle crawled along slowly. As the turtle predicted, the hare stopped to rest. As the hare slept, the turtle quietly won the race. The hare felt angry, but he learned a lesson.



Grammar Passage: eVisual 8.15



**INTERACTIVE WHITEBOARD TIP:** Highlight regular verb endings and circle irregular verbs.

Reread the first two sentences aloud and model the thinking for the first two verbs: *Ran is the past-tense form of run. Ran does not end in -ed, so run is an irregular verb. Studied is the past-tense form of study. Studied ends in -ed, so study is a regular verb.* Have partners identify each verb in the past tense and use the modeled pattern to explain whether each verb is regular or irregular.

### 5 Read Past-Tense Verbs Anthology page 519

Read aloud the directions and the sentences from "Running Shoes." Have partners work together to follow the directions. Then have students revisit "Running Shoes" and locate other verbs in the past tense. Have them use the modeled pattern to explain whether each verb is regular or irregular.

See **Differentiate**

### 6 Write Past-Tense Verbs Anthology page 519

Read aloud the directions and have students work independently before checking their work with partners. Then assign **Practice Master PM8.12**.

## Check & Reteach

**OBJECTIVE:** Use Past-Tense Verbs

As partners discuss the grammar passage, observe whether they can identify past-tense verbs and determine whether they are regular or irregular.

If students have difficulty determining whether verbs are regular and irregular, model the thinking with *knew* and *planned*.





## Past Tense

**Regular** past-tense verbs end in *-ed*, but **irregular** past-tense verbs do not.

### Grammar Rules Past Tense

	Now	In the Past	Now
• For most verbs, add <b>-ed</b> .	<b>look</b>	We <b>looked</b> at the shoes.	
• For some verbs, you have to change the base word before you add <b>-ed</b> .	<b>like</b> <b>drop</b> <b>study</b>	They <b>liked</b> the teacher. You <b>dropped</b> a book. We <b>studied</b> our lessons.	
• Irregular verbs have special forms to show past tense. You have to remember the forms.	<b>come</b> <b>eat</b> <b>go</b>	The shoes <b>came</b> in a box. The boys <b>ate</b> the rice. I <b>went</b> to the village.	

### Read Past-Tense Verbs

Read this passage from "Running Shoes." Identify one regular past-tense verb and one irregular past-tense verb.

Once a year, a man came from the city in a red jeep. The village people called him the number man.

### Write Past-Tense Verbs

What happened on page 499? Write three sentences for your partner. Use regular and irregular past-tense verbs.

519

Anthology page 519

## Writing

### 7 Write to Reinforce Grammar

Have students write journal entries about personal goals, naming the goals, explaining the steps taken to reach them, and defining the outcomes. Have students use both regular and irregular verbs in their entries. Provide a model:

#### Think Aloud

*First, I name a goal I wanted to accomplish. Then I tell what I did to achieve my goal. Then I explain how it all turned out.*

#### Write

I wanted to learn how to paint with oils. My aunt was a great painter. She agreed to teach me. I practiced every day for several weeks. Eventually, I knew enough to paint a portrait of my horse.

After students finish, have them share their work with partners. Partners should identify every verb in the past tense and explain how they know whether the verb is regular or irregular. Then have students add their journal entries to their Weekly Writing folders.

### Daily Language Arts

#### Daily Spelling and Word Work

Practice page T507n

#### Daily Grammar

Point out the irregular verb *knew* in the third sentence of the **Grammar Passage**. Then use page T507p to reinforce understanding of regular and irregular past-tense verbs.

#### Daily Writing Skills

Point out the detail "in a mocking voice" on **Anthology** page 517. Explain that this detail shows that Turtle likes to tease others. Then use page T507r for practice developing characters.

## WRAP-UP

Have partners review and summarize the myth and the folk tale using both regular and irregular verbs in the past tense to relate events.

## OBJECTIVES

**Thematic Connection: Measurement**

- ✓ Distinguish Viewpoints
- ✓ Understand Word Relationships

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Mark-Up Reading: Practice Masters PM8.13–PM8.15**


### TECHNOLOGY ONLY

**Mark-Up Model 8.1 or Model 8.1 PDF**

**Vocabulary Strategy Practice: eVisual 8.16**

## MATERIALS

highlighters of three different colors



## WARM-UP

Describe a situation: *A boy sits next to a freshly baked apple pie.* Ask: *What is he thinking?* (Possible responses: That smells good; I'm really hungry; I don't like apple pie.) Have students draw a picture of the situation and write the boy's thoughts in a thought bubble above his head.

## Comprehension

### 1 Determine Characters' Viewpoints ✓

Remind students they have already learned how to identify characters' viewpoints. Explain that they will now identify the viewpoints of characters in a play.

#### SCREEN 1

- 1 Display and read aloud **Mark-Up Model 8.1**. Have students follow along using **Practice Masters PM8.13–PM8.15**. If necessary, review the definition of *viewpoint*.
- 2 Explain: *Characters' words and actions can reveal their viewpoints.* Ask: *How are Cat's words clues to her viewpoint about her situation?* (She says she is too old and slow to catch mice.) Ask: *Why do you think Cat smiles nastily?* (She has come up with a plan to catch mice.) Have a volunteer highlight clues to Cat's viewpoint and click the Cat's Clues button to confirm. Have students mark up **Practice Master PM8.13**.

#### SCREEN 2

- 3 Read aloud Scene Two. Review the meaning of stage directions. Have a volunteer highlight clues to the Mice's viewpoint and click to confirm. Ask: *What do the stage directions show us about the Mice's viewpoint?* (They are nervous but then feel safe.)
- 4 Explain that, in this scene, Cat's words do not show her real viewpoint. Ask: *Which clues show Cat's real thoughts and feelings?* (She attacks the mice, showing that her words were lies.) Have students highlight text that reveals Cat's real viewpoint, click to confirm, then write viewpoint explanations on **Practice Master PM8.13**.

#### SCREEN 3

- 5 Read aloud Scene Three. Ask: *What do Rambé and Ambé say and do?* (Ambé thinks they shouldn't have trusted Cat; Rambé makes a plan; They whisper together.) *What is Rambé's and Ambé's viewpoint?* (They are angry that Cat tricked them. They plan to stop her.) Have a volunteer highlight viewpoint clues and click to confirm.

Have students use three different colors to mark up **Practice Masters PM8.13–PM8.15**, then have them add written explanations of each character's viewpoint in the boxes provided. Finally, have partners compare their own viewpoints to the characters' viewpoints: *Would you have believed Cat when she promised not to eat the mice?* Have partners compare their mark-ups of **Practice Masters PM8.13–PM8.15**.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**  
**Rambé and Ambé**  
**Trick the Cat**  
a Tibetan folk tale retold by Alice McDonnell

Characters  
CAT                      AMBÉ, a mouse  
RAMBÉ, a mouse      Other MICE

**SCENE ONE**  
[SETTING A fat old CAT lives in an old farmhouse in Tibet's icy Himalaya Mountains long ago.]  
CAT [to herself]: So many mice, and yet I'm hungry! I used to catch all the mice I wanted, but now I'm old and slow. They are too quick for me. It's freezing outside, so I can't hunt in the snow. I need a strategy to put the mice off guard. [CAT thinks, then smiles nastily.]

**SCENE TWO**  
[Next morning, nervous MICE surround CAT.]  
CAT [sincerely]: Neighbor Mice, I am sorry for my past wickedness. I have decided to change my ways. From now on, you can run about with no fear. I will not even try to catch you. All I ask is this: twice a day, you must all walk past me in a line and bow to show your gratitude.  
[The MICE cheer and talk excitedly to one another.]  
MICE: Neighbor Cat, we accept your kind offer.  
[MICE parade by, bowing to CAT] who waits calmly. As the last mouse bows to her, she pounces and gobbles it down without the others noticing.]

**Viewpoints:** Cat thinks she's too old to catch mice, so she decides to trick them. She pretends she won't eat them and then does. The mice are nervous, but agree to Cat's offer and believe she won't harm them.

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**NGReach.com Practice Masters PM8.13–PM8.15**

## COMMON CORE STANDARDS

### Reading

Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Distinguish Points of View	CC.3.Rlit.6
Read with Fluency to Support Comprehension	CC.3.Rfou.3
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Tell a Story	CC.3.SL.4
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### Language and Vocabulary

Understand Word Relationships	CC.3.L.5
Distinguish Shades of Meaning	CC.3.L.5.c





**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T507n

**Daily Grammar** ✓

Display the following sentence: "Cat knew she needed a strategy to catch mice." Have students identify the irregular past-tense verb. (*knew*) Then use page T507p to practice correcting errors with irregular and regular past-tense verbs.

**Daily Writing Skills** ✓

Read aloud Cat's dialogue in Scene One on **Practice Master PM8.13**. Then use page T507r to practice introducing and developing characters.

**Power Writing**

Have students write as much as they can as well as they can in one minute about the word *trick*.

For **Writing Routine 1**, see page BP47.

**Vocabulary Practice****2 Word Categories** ✓

Remind students that they have learned how to group related words in categories and arrange them in a scale to show shades of meaning. Display **eVisual 8.16**.

**Vocabulary Strategy Practice**

<b>Category</b>	temperature
<b>Scale</b>	cold to hot: <i>freezing chilly warm hot boiling</i>
<b>Category</b>	<u>ways of moving</u>
<b>Scale</b>	<u>slow to fast: crawl walk skip run fly</u>
<b>Category</b>	<u>ways of talking</u>
<b>Scale</b>	<u>soft to loud: whisper mutter talk call cheer</u>

**Word Bank**

boiling	run	chilly	freezing	talk	crawl	hot	fly
mutter	warm	walk	whisper	call	skip	cheer	

[NGReach.com](https://www.ngreach.com)

Vocabulary Strategy: eVisual 8.16



**INTERACTIVE WHITEBOARD TIP:** Have students highlight categories in different colors.

Have partners copy the words in the Word Bank. Have them identify groups of related words by color highlight. Then have students name the category each group forms.

Finally, have students decide on a scale to show shades of meaning between the words (such as weak to strong or slow to fast) and list the words in order to show this scale. Model for one category: *Several of the words in the Word Bank relate to temperature: boiling, chilly, freezing, hot, and warm. If I arrange these words on a scale from coldest to hottest, the order is freezing, chilly, warm, hot, and boiling.*

**Check & Reteach****OBJECTIVE: Understand Word Relationships** ✓

Review partners' lists to check if students can group words in categories and arrange them according to shades of meaning.

If students have difficulty arranging words by shades of meaning, support the process by asking questions such as these:

- *If someone runs do they move at a faster or slower pace than if someone marches?* (faster)
- *If someone walks do they move at a faster or slower pace than if someone scampers?* (slower)
- *If someone mutters is it a louder or softer sound than if someone calls?* (softer)
- *If someone cheers is it a louder or softer sound than if someone whispers?* (louder)

# Academic Talk

## 3 Tell a Story

Remind students that a character’s viewpoint is what that character feels and thinks. Form small groups and assign each group a story from the week. Explain that each group member will take a turn retelling the assigned story with a special focus on one character’s viewpoint. Model: *For example, if I retold “Turtle and His Four Cousins” to focus on the viewpoint of Deer, I would add details about Deer’s amazement and exhaustion.*

# Writing

## 4 Write About Viewpoint


Introduce: *Now rewrite a scene from Practice Masters PM8.13–PM8.15 to focus on a different character’s viewpoint.* Model focusing on Mice’s viewpoint in Scene One.

Think Aloud	Write
<i>I’ll rewrite Scene One to focus on the Mice’s viewpoint instead of Cat’s. I’ll start with a Mice-focused setting.</i>	[SETTING Many MICE sit together in a hole behind the wall of an old farmhouse in Tibet’s icy Himalaya Mountains long ago.]
<i>I’ll rewrite the dialogue to show the Mice’s viewpoint instead of Cat’s.</i>	MICE: Life is good in this old farmhouse. It’s nice and warm. There’s plenty to eat. And Cat is so old and slow she hardly catches any of us anymore.
<i>I’ll add stage directions to show how the Mice react to Cat in Scene One.</i>	[MICE see CAT smiling nastily outside their hole. They look at each other nervously.]

For **Writing Routine 2**, see page BP48.

Have students explain how their scenes changed as a result of their focusing on a different character’s viewpoint. After students read their retellings aloud, have them add their scenes to their Weekly Writing folders.

See **Differentiate**



**WRAP-UP** Form small groups. Ask: *What lessons can we learn by retelling a story to focus on a certain character’s viewpoint?* (Possible response: It can help us understand that character better.)

## Differentiate

### SN Special Needs

**ISSUE** Students lack focus necessary to analyze characters’ viewpoints.

**STRATEGY** Tell students to focus on what the character says and does. Suggest that they choose one action and one piece of dialogue and determine what clues these give to the character’s personality. Then ask: *If you saw someone do [say] the same thing, what would that tell you about the person?*

### AL Above Level

**ISSUE** Students satisfy the minimum requirements for the assignment.

**STRATEGY** Challenge students to develop the viewpoint of a different character more fully by answering the following questions:

- *How does this character’s viewpoint affect how the other characters are presented?*
- *How does this character’s viewpoint affect the importance of the setting?*
- *How does this character’s viewpoint affect the theme of the story?*

## OBJECTIVES

### Thematic Connection: Measurement

- ✓ Understand Word Relationships
- Compare Settings

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.13–PM8.15

### TECHNOLOGY ONLY


Vocabulary Strategy Practice: eVisual 8.17

Comparison Chart: eVisual 8.18

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *distance*.

For **Writing Routine 1**, see page BP47.



## WARM-UP

Form teams and give each team a group of related words, such as *second*, *month*, *hour*, *day*, and *week*. Each team member takes one word. The team determines the category and arranges its members in a scale showing shades of meaning. The first team to complete its arrangement wins.

## Vocabulary Practice

### 1 Word Categories ✓

Remind students that they have learned to group related words in categories and arrange them in a scale to show shades of meaning. Display **eVisual 8.17**.



### Vocabulary Strategy Practice

Category places

Scale small to large: neighborhood city region continent

Category plant growth

Scale start to finish: seed root sprout blossom

Category bodies of water

Scale small to large: puddle pond lake ocean

#### Word Bank

lake	seed	pond	root	neighborhood	sprout
ocean	continent	region	puddle	city	blossom

NGReach.com

Vocabulary Strategy: eVisual 8.17



**INTERACTIVE WHITEBOARD TIP:** Have students highlight categories in different colors.

Have partners copy the words and organize them into three groups of related words. Have them decide on a scale (such as small to large) and list the words in order. Students can use definitions in the **Picture Dictionary on Anthology** pages 605–627 to help determine shades of meaning in the first two categories. Have student pairs exchange words and guess the category.

## Check & Reteach

**OBJECTIVE:** Understand Word Relationships ✓

Review partners' lists to check if students can group related words in categories and arrange them according to shades of meaning.

If students have difficulty determining categories, ask:

- *What do neighborhood and continent have in common?* (Both describe places.)
- *Which other words in the Word Bank could fit in this category?* (city and region)

## COMMON CORE STANDARDS

### Reading

Refer to Parts of Stories and Describe How Successive Parts Build CC.3.Rlit.5

### Writing

Write Over Shorter Time for Specific Purposes CC.3.W.10

### Speaking and Listening

Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.3.SL.1.a

### Language and Vocabulary

Use Glossaries and Dictionaries CC.3.L.4.d

Understand Word Relationships CC.3.L.5

Distinguish Shades of Meaning CC.3.L.5.c



Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

### Rambé and Ambé Trick the Cat

a Tibetan folk tale retold by Alice McDonnell

Characters  
**CAT**                      **AMBÉ**, a mouse  
**RAMBÉ**, a mouse      Other **MICE**

**SCENE ONE**

[**SETTING** A fat old CAT lives in an old farmhouse in Tibet's icy Himalaya Mountains long ago.]

**CAT** [to herself]: So many mice, and yet I'm hungry! I used to catch all the mice I wanted, but now I'm old and slow. They are too quick for me. It's freezing outside, so I can't hunt in the snow. I need a strategy to put the mice off guard. [CAT thinks, then smiles nastily.]

**SCENE TWO**

[Next morning, nervous MICE surround CAT.]

**CAT** [sincerely]: Neighbor Mice, I am sorry for my past wickedness. I have decided to change my ways. From now on, you can run about with no fear. I will not even try to catch you. All I ask is this: twice a day, you must all walk past me in a line and bow to show your gratitude.

[The MICE cheer and talk excitedly to one another.]

**MICE**: Neighbor Cat, we accept your kind offer.

[MICE parade by, bowing to CAT who waits calmly. As the last mouse bows to her, she pounces and gobbles it down without the others noticing.]

**Viewpoints:** Cat thinks she's too old to catch mice, so she decides to trick them. She pretends she won't eat them and then does. The mice are nervous, but agree to Cat's offer and believe she won't harm them.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

### Rambé and Ambé Trick the Cat

(continued)

**SCENE THREE**

[Several days later, CAT's strategy has worked. RAMBÉ and AMBÉ talk nervously.]

**RAMBÉ**: Have you noticed that mice have been disappearing?

**AMBÉ** [angry]: I knew we shouldn't trust Cat. She must be up to something!

**RAMBÉ** [now also angry]: I think I have a plan.

[RAMBÉ and AMBÉ put their heads together and whisper quietly.]

**SCENE FOUR**

[Next morning, the MICE walk by CAT, bowing respectfully as they pass. RAMBÉ leads and AMBÉ is the last mouse in line.]

**RAMBÉ** [bows to CAT, then looks toward the end of the line]: Where are you, friend Ambé?

**AMBÉ** [waving excitedly]: Here I am, here I am, friend Rambé!

[The two mice call cheerfully to one another back and forth. All the MICE watch AMBÉ until he passes CAT safely.]

**CAT** [mutters angrily]: What a racket! How can I be expected to eat the last mouse with everyone looking? But this must be an accident! This afternoon those two will be in the middle of the line, and I will find a nice, fat mouse at the end!

**Explain Viewpoints:** Rambé and Ambé realize they are being tricked and are angry. They make a plan to outsmart Cat. The other mice continue to trust Cat. Cat is angry when she can't eat the last mouse, but she thinks it is an accident.

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# Review and Integrate Ideas

## 2 Analyze Setting

Remind students that they have learned about setting. Review: *Setting is where and when a story takes place.* Explain: *In a play, look for details about setting in the stage directions, illustrations, and dialogue.*

Create a chart and model the thinking by filling in the first row. Then have students recreate and add rows to the chart based on the play on **Practice Masters PM8.13–PM8.15.**

Play Element	Clues About Setting
stage directions	set long ago in an old farmhouse in the icy Himalaya Mountains of Tibet
illustrations	inside an old farmhouse, snow falling outside
dialogue	The Cat says she doesn't want to go outside because it's cold and snowy.

Then explain that setting can affect the plot and characters. Ask:

- *How does the setting affect the events in this play?* (The Cat tries to trick the mice so she doesn't have to go outside to hunt.)
- *How does the setting affect the characters?* (The Cat and the mice trick each other because they all live in the old farmhouse together.)

### Daily Language Arts

#### Daily Spelling and Word Work

Test page T507m

#### Daily Grammar

Display the following sentence: "Each day, Cat finds a new mouse to eat." Have students rewrite the sentence using the past tense of the verb *find*. Then use page T507p to review and assess irregular past-tense verbs.

#### Daily Writing Skills

Point out the dialogue between Rambé and Ambé on **Practice Master PM8.14**. Ask students what it shows about what these characters are like. Then use page T507r to review how to introduce and develop characters.

### 3 Compare Settings

Explain to students that they will compare the importance of the settings in "Three Golden Apples," "Turtle and His Four Cousins," and **Practice Masters PM8.13–PM8.15**. Display **eVisual 8.18**.



#### Comparison Chart

Selection	<i>Rambé and Ambé Trick the Cat</i>	"Three Golden Apples"	"Turtle and His Four Cousins"
Setting	It's set long ago in an old farmhouse in Tibet's icy Himalaya Mountains.	It's set long ago in Greece.	It's set in a hilly country near a coast.
Importance to Story	Setting is important because snow and cold make Cat want to stay inside.	Setting is important because a Greek goddess helps the hero.	The setting is important because the hills make the race harder for the characters.

[NGReach.com](http://NGReach.com) Comparison Chart: eVisual 8.18



**INTERACTIVE WHITEBOARD TIP:** Have students complete the chart.

Have students copy and complete the chart. Model the thinking for *Rambé and Ambé Trick the Cat*: *The setting of the play is the icy Himalaya Mountains in Tibet. The setting is important to the story because the snow and cold outside make the Cat want to stay inside.* When students have completed their charts, have them discuss which story would change the most if the setting were different. Have students use text evidence to support their opinions.

Have students reread the play aloud. Then ask small groups to discuss how different settings for the play might affect the characters and the events in each scene. Have each group share their ideas with another group.

## Writing

### 4 Write a New Version

Introduce the activity: *Work with a partner to write a version of a scene from the play in Practice Masters PM8.13–PM8.15 using a new setting. Change dialogue and stage directions to fit your new setting.* Have students share their scenes and add them to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### Below Level

**ISSUE** Students limit themselves to telling only a time and place.

**STRATEGY** Ask questions to direct students' attention to the many senses they can appeal to in describing a setting.

- *What can you see?*
- *What can you hear?*
- *What can you taste?*
- *What can you feel?*

### English learner

**ISSUE** Students lack the language to write a scene.

**STRATEGY** Provide sentence frames:

- The new setting is \_\_\_\_\_.
- Cat is \_\_\_\_\_.
- The mice are \_\_\_\_\_.

# Academic Talk

## 5 Relate Readings to the Big Question

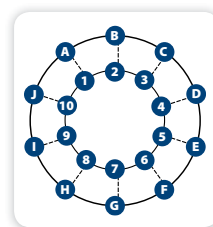
Have students recall the unit’s Big Question: What tools can we use to achieve our goals?

Think about “Running Shoes,” “Two Clever Plans,” Practice Masters PM8.13–PM8.15, and a Small Group Reading book you have read. What do these selections show about how challenges help people reach their goals?

Model a response to the question for “Three Golden Apples”: *Melanion’s challenge was that he was in love with Atalanta, who was determined not to marry anyone who could not outrun her. Since he couldn’t outrun Atalanta, he had to outsmart her to reach his goal.*

Use an **Inside-Outside Circle** to have students continue discussion about how the readings relate to the Big Question.

- Have students stand in concentric circles facing each other.
- Direct students in the outside to ask questions. Those inside answer. Offer possible questions to get students started:
  - *How can someone use cleverness to reach a goal?*
  - *How can challenges bring out the best in people?*
  - *How can challenges inspire creativity?*
- On a signal, students rotate to create new partnerships.
- On another signal, students trade inside/outside roles.



Inside-Outside Circle

## Best Practices

**Model Academic Language** As students talk, prompt their use of content and academic vocabulary words:

- *Can you say that in a different way?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your point of view?*

## WRAP-UP

Remind students that all the stories they have read this week are about trickery. Ask: *When might it be fair to play a trick on someone? Which of the tricks in these stories seem fair, and which do not?* Have students use specific details from the stories in their answers. (Possible response: It might be fair to trick someone who is trying to hurt you with trickery. Rambé and Ambé trick the Cat to stop her from using trickery to kill the mice.)



## OBJECTIVES

**Thematic Connection: Measurement**

 Write a Folk Tale: Voice

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Writing Rubric: Assessment Master A8.38**

### TECHNOLOGY ONLY

**Sample Folk Tale: eVisual 8.11**

**Writing Trait: Voice: eVisual 8.12**

**Magazine Maker**

## MATERIALS

dictionary • thesaurus

## SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

## COMMON CORE STANDARDS

### Writing

Write Narratives, Using Descriptive Details and Event Sequences	CC.3.W.3
Establish a Situation, Introduce Narrator and/or Characters, Organize Events in a Sequence	CC.3.W.3.a
Plan, Revise, and Edit Writing	CC.3.W.5
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.3.W.10

### Speaking and Listening

Create Audio Recordings CC.3.SL.5

### Language and Vocabulary

Form and Use Verbs	CC.3.L.1.d
Form and Use Verb Tenses	CC.3.L.1.e
Use Knowledge of Conventions	CC.3.L.3

## Write a Folk Tale

Display and read aloud the prompt.

You are a storyteller. Think of a folk tale that is about reaching goals. Then rewrite it in your own words. You will read your folk tale to other students and make an audio recording of it.

## Study a Model

### Read a Folk Tale

Explain: *Let's read one student's folk tale.* Display and read aloud **eVisual 8.11**.



### Sample Folk Tale

#### Frog and Sky Maiden

Kimana was a tall, handsome prince with jet-black hair. He wore a golden robe. The prince felt restless. He called Frog, who hopped onto the windowsill and bowed. "Yes, my prince?"

"Write a letter to Sky Maiden," the prince said. "Tell her I want her to marry me. Deliver the letter to her in the clouds."

Frog wrote a long letter to Sky Maiden. Then he climbed to the top of the nearest mountain. He waited in the snow, shivering with cold. Finally, a single sunbeam touched the mountain peak. Frog hopped up the sunbeam and into the clouds. He hopped for days. When he reached Sky Maiden's palace, she greeted him.

"Did you write this?" Sky Maiden asked.

"Yes, my lady," Frog answered. "I wrote it for the prince and brought it to you."

"You worked so hard," Sky Maiden said. "I shall marry you instead of the prince."

 **Sample Folk Tale: eVisual 8.11**



**INTERACTIVE WHITEBOARD TIP:** Underline the dialogue.

## Review the Trait: Voice

Review: *When you write a folk tale, use a voice that sounds natural for you. Make sure dialogue sounds like the way people really talk.* Display and read aloud **eVisual 8.12**.



### Writing Trait: Voice

Writing with a strong voice:

- sounds natural.
- uses dialogue that sounds the way real people talk.

 **Writing Trait: Voice: eVisual 8.12**



**INTERACTIVE WHITEBOARD TIP:** Check each point as you read it.

Have volunteers read the dialogue in **eVisual 8.11** aloud. Ask: *Does the dialogue sound natural?* (Yes.) *Why?* (It sounds like the way people really talk.)



## Prewrite

### Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (Storyteller) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

**Role:** Storyteller

**Audience:** Other students

**Form:** Folk tale

Help students search through books and magazines to find folk tales about clever ways to reach goals. Have each student choose a folk tale and decide on a topic to complete the RAFT.



### Get Organized

Review the sample: *"Frog and Sky Maiden" tells the events of the folk tale in sequence. This helps the reader understand what is happening in the story.* Display a story map and review: *A story map shows events in the order in which they happen.*

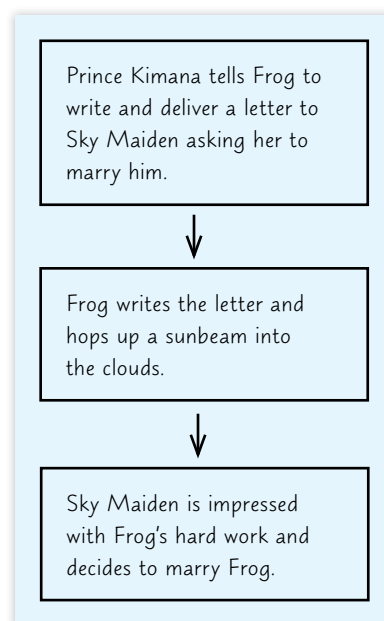
Model using the events from "Frog and Sky Maiden" to complete the story map. Have students use story maps to plan their folk tales.

## Draft

### Write Ideas

Have students begin drafting their folk tales using their story maps. Tell students to write with a clear voice and use dialogue and good descriptions to develop the characters.

See **Differentiate**



Story Map

## Differentiate

### EL English Learner

**ISSUE** Students lack vocabulary to write descriptive details.

**STRATEGY** Encourage students to use dictionaries and thesauruses to find words that describe characters and events the way they see them in their minds.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T507m-T507n

### Daily Grammar ✓

Point to *felt* and *hopped* in the first lines of "Frog and Sky Maiden." Then use pages T507o-T507p to have students practice using past-tense verbs.

### Daily Writing Skills ✓

In "Frog and Sky Maiden," point out that the phrase *felt restless* helps readers learn about the prince's character. Use pages T507q-T507r to have students practice using description and dialogue to tell about characters.

## Revise

### Read, Retell, Respond

Have students read their folk tales to partners. Have the listeners give feedback on the ideas presented in the folk tales and offer suggestions for improvement. Display the language frames below to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> <li>Your folk tale is about _____.</li> <li>First, _____.</li> <li>Then, _____.</li> <li>Next, _____.</li> <li>Finally, _____.</li> </ul>	<ul style="list-style-type: none"> <li>_____ sounds natural.</li> <li>Can you change how _____ speaks, so it sounds more like people talk?</li> <li>I don't feel like I understand _____ very well. How can you help me "see" this character better?</li> </ul>

### Make Changes

Have students revise their folk tales. Remind students to focus on voice and to make sure their writing sounds natural. In addition, remind them that their dialogue should sound like real people talking, and that their dialogue and descriptions should develop the characters in the story.

Point out that the title of the folk tale should compel readers to read the story. Once students have a strong title, have them experiment with different type fonts and colors in **Magazine Maker** to make their titles stand out.

### See Differentiate

#### Student Sample: Revise

Kimana was a prince. He had dark hair and wore a robe.

Kimana told Frog to write a letter. It was to Sky Maiden. The prince wanted to marry Sky Maiden.

Frog would take the letter to the clouds. Frog asked how he was supposed to get to the clouds. The prince told him to just do it.

Frog wrote a letter to the Sky Maiden. Then he climbed up a mountain. He climbed to the top. He was in the snow. He was really cold.

#### Sample Analysis

I should add some dialogue. I should also add details to develop the characters. These things would make the story more interesting.

The voice doesn't sound natural at all! I'll need to rewrite these sentences so they sound more like my voice.

## Differentiate

### AL Above Level

**ISSUE** Students write too quickly to develop characters thoroughly.

**STRATEGY** Have students think about how they can reveal their characters through words and actions. Have them sort details into categories: words and actions. Have them add more details to each category and then include all the details in their narratives.



# Edit and Proofread

## Check the Folk Tales

Have students check their grammar and spelling, focusing on the Week 2 spelling words and using proper regular and irregular past-tense verbs.

### Student Sample: Edit and Proofread

Kimana was a tall, handsome prince with jet-black hair. He weared a golden robe. The prince felt restles. He called Frog, who hopped onto the windowsill and bowed. "Yes, my prince?"

"Write a letter to Sky Maiden," the prince said. "Tell her I want her to marry me. Deliver the letter to her in the clouds."

Frog wrote a long letter to Sky Maiden. Then he hopped for days. When he reached Sky Maiden's palace, she greeted him.

"Did you write this?" Sky Maiden asked.

"Yes, my lady," Frog answered. "I wrote it for the prince and brought it to you."

"You worked so hard," Sky Maiden said. "I shall marry you instead of the prince."

### Sample Analysis

I misspelled *restless*. I'll go back and correct my mistake.

I need to use the correct past-tense forms of irregular verbs. I'll replace *weared* with *wore* and *writed* with *wrote*.

# Publish and Present

## Make a Final Copy

Demonstrate how to delete a text or photo box in **Magazine Maker**. Once students are satisfied with the looks and contents of their folk tales, have them print their work.

## Share with Others

Invite volunteers to read their folk tales aloud to the class. Then help students create audio recordings of the readings. Remind students to speak clearly and at an appropriate pace.

Have students make copies of their folk tales and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess students' work.

### Student Sample: Publish



## Best Practices

**Focus on One Trait** Keeping students focused on voice throughout the writing process helps them master this trait rather than becoming scattered by focusing on too many elements at once.

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation	
4	-The writing has a clear focus and a central idea that the reader is interested in. -Details are accurate and show depth of knowledge of the topic. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized and presented in a logical and coherent way. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the audience and the purpose of the writing. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The best presented in an orderly way. -The writing is easy to read and understand. -The writing is appropriate for the audience and the purpose of the writing.
3	-The writing has a clear focus and a central idea that the reader is interested in. -Details are accurate and show depth of knowledge of the topic. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized and presented in a logical and coherent way. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the audience and the purpose of the writing. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The best presented in an orderly way. -The writing is easy to read and understand. -The writing is appropriate for the audience and the purpose of the writing.
2	-The writing has a clear focus and a central idea that the reader is interested in. -Details are accurate and show depth of knowledge of the topic. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a clear structure and purpose. -The writer's ideas are organized and presented in a logical and coherent way. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-Appropriate words are chosen to convey the writer's message. -Language used is appropriate for the audience and the purpose of the writing. -Most of the writing is relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The writing has a consistent voice and tone. -The writer's voice is clear and consistent throughout the writing. -The writer's voice is appropriate for the audience and the purpose of the writing.	-The best presented in an orderly way. -The writing is easy to read and understand. -The writing is appropriate for the audience and the purpose of the writing.
1	-The writing does not have a clear focus and a central idea that the reader is interested in. -Details are not accurate and do not show depth of knowledge of the topic. -Most of the writing is not relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing does not have a clear structure and purpose. -The writer's ideas are not organized and presented in a logical and coherent way. -Most of the writing is not relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing does not have a consistent voice and tone. -The writer's voice is not clear and consistent throughout the writing. -The writer's voice is not appropriate for the audience and the purpose of the writing.	-Appropriate words are not chosen to convey the writer's message. -Language used is not appropriate for the audience and the purpose of the writing. -Most of the writing is not relevant to the message and accurate and relevant to the audience's knowledge of the topic.	-The writing does not have a consistent voice and tone. -The writer's voice is not clear and consistent throughout the writing. -The writer's voice is not appropriate for the audience and the purpose of the writing.	-The writing does not have a consistent voice and tone. -The writer's voice is not clear and consistent throughout the writing. -The writer's voice is not appropriate for the audience and the purpose of the writing.	-The writing does not have a consistent voice and tone. -The writer's voice is not clear and consistent throughout the writing. -The writer's voice is not appropriate for the audience and the purpose of the writing.	-The best is not clearly presented in an orderly way, making it difficult to read and understand the message and comprehend the meaning. -The writing is not appropriate for the audience and the purpose of the writing.



# Week 2 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Describe Characters
- Choose Reading Strategies to Comprehend Literature
- Distinguish Viewpoints

### ASSESSMENTS

**Reading Comprehension Test** Unit 8, Week 2

Directions: Read the story. Then answer the questions about the story.

**KING MIDAS**

One morning, rich King Midas was walking through his garden when he saw a stranger sleeping under a bush. In an angry voice, King Midas asked who the stranger was. The stranger woke with a jump. He said he was sorry and asked the king to let him go.

King Midas forgave the stranger, and the man was so happy he promised the king one wish. The king asked that anything he touched be turned into gold.

The next morning, King Midas went into his garden and bent to brush a pretty rose. When he did, the flower turned to gold. The king was happy, but the rose no longer had a lovely smell. Hungry, the king then pulled an apple from a nearby tree. The moment he touched the fruit, it turned to gold. Still hungry, the king went to have breakfast where he immediately turned that to gold, too! King Midas was now afraid to touch anything, even his family.

The next day, King Midas saw the stranger again. This time, the king begged the stranger to take away his new power. The stranger did as the king asked, and from that day on, King Midas was happy with the things he had. He no longer wished for anything better.

**AB.10** Grade 8 Assessment **Unit 8 | Getting There**

**Reading Comprehension Test** Unit 8, Week 2

1. Why does King Midas yell at the stranger?  
 He thinks the stranger has bad manners.  
 He doesn't believe what the stranger says.  
 He doesn't want a stranger in his garden.  
 He wants more than one wish from the stranger.

2. What does King Midas find troubling about the rose that he touches?  
 It stops growing.  
 It is no longer pretty.  
 It turns a different color.  
 It no longer smells good.

3. When everything King Midas touches turns to gold, the king becomes —  
 angry.  
 upset.  
 excited.  
 amused.

4. When the king makes his wish, it shows that he wants —  
 lots of gold.  
 the stranger to go away.  
 the stranger to be happy.  
 his flowers to be more beautiful.

**AB.11** Grade 8 Assessment **Unit 8 | Getting There**

**Reading Strategy Assessment** Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.

Ask: *What do you do when you read?*  
*What are some parts of the text that confused you or were hard to follow?*  
*What do you do to understand better?*  
*What did you learn?*

Plan and Monitor 4 3 2 1	Ask Questions 4 3 2 1	Main Idea/Theme 4 3 2 1	
			4
1. The student identifies the main purpose and central idea or theme of the text and summarizes how the text is organized.	1. The student asks and answers questions to monitor comprehension and to clarify or extend understanding.	1. The student identifies the main idea or theme of the text and explains how the text is organized to develop that idea or theme.	
2. The student identifies the main purpose and central idea or theme of the text and summarizes how the text is organized.	2. The student asks and answers questions to monitor comprehension and to clarify or extend understanding.	2. The student identifies the main idea or theme of the text and explains how the text is organized to develop that idea or theme.	
3. The student identifies the main purpose and central idea or theme of the text and summarizes how the text is organized.	3. The student asks and answers questions to monitor comprehension and to clarify or extend understanding.	3. The student identifies the main idea or theme of the text and explains how the text is organized to develop that idea or theme.	
4. The student identifies the main purpose and central idea or theme of the text and summarizes how the text is organized.	4. The student asks and answers questions to monitor comprehension and to clarify or extend understanding.	4. The student identifies the main idea or theme of the text and explains how the text is organized to develop that idea or theme.	

**SG8.30** Grade 8 Assessment **Unit 8 | Getting There**

Reading Comprehension Test  
A8.10–A8.11

Reading Strategy Assessment  
SG8.30–SG8.31

#### Fluency

- Expression
- Accuracy and Rate

**Oral Reading Assessment** Unit 8

1. Taylor took a walk on the edge of her field. It was the last basketball game of the season, and in the next three minutes her team could win it!

Although it was the final game, Taylor hadn't played in it yet. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.

Taylor had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach had said. Taylor even asked her dad to put up a basketball hoop above the garage door so she could practice more at home.

Taylor made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or five baskets out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-point down pat.

The game was almost over. Taylor's team was down two points when Coach called a time-out. In the huddle, Coach looked Taylor right in the eye and said, "You're a leader!" Taylor couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Maria passed her the ball. Bounce, bounce, bounce, shoot! The shooting was in, and no one heard the soft swosh of the ball as it dropped perfectly through the net.

**AB.1** Grade 8 Assessment **Unit 8 | Getting There**

**Oral Reading Assessment** Unit 8

Accuracy	Oral Reading Fluency (Words Correct Per Minute)				
	4	3	2	1	0
100%	100	90	80	70	60
90%	90	80	70	60	50
80%	80	70	60	50	40
70%	70	60	50	40	30
60%	60	50	40	30	20
50%	50	40	30	20	10
40%	40	30	20	10	0
30%	30	20	10	0	0
20%	20	10	0	0	0
10%	10	0	0	0	0
0%	0	0	0	0	0

**AB.2** Grade 8 Assessment **Unit 8 | Getting There**

**Oral Reading Assessment** Unit 8

Code	Reading Rubric				
	4	3	2	1	0
1	1. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	1. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	1. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	1. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	1. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.
2	2. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	2. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	2. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	2. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	2. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.
3	3. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	3. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	3. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	3. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	3. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.
4	4. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	4. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	4. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	4. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.	4. The student reads with accuracy and fluency, using appropriate phrasing and intonation to convey meaning.

**AB.3** Grade 8 Assessment **Unit 8 | Getting There**

Oral Reading Assessment  
A8.1–A8.3

Use these passages throughout Unit 8. Work with On Level students this week.

#### Vocabulary and Spelling

- Understand Word Relationships
- Spell Words with Suffixes: *-y*, *-ly*, *-less*, *-ful*
- Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 8, Week 2

Directions: Read the question. Choose the correct answer.

1. Which word is in the same category as *gag* and *tease*?  
 climb  
 fatten  
 depend  
 exclaim

2. *Ticket* and *baggage* can be placed in a category of words about —  
 travel  
 health  
 movies  
 treasure

3. Which of these show words in order on a scale from least wet to most wet?  
 soggy, moist, soaked  
 moist, soaked, soggy  
 soaked, moist, soggy  
 moist, soggy, soaked

4. *Tip*, *grip*, and *grip* can be placed in a category of words about ways to —  
 eat  
 drink  
 cook  
 breathe

**AB.12** Grade 8 Assessment **Unit 8 | Getting There**

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Words with Suffixes: *-y*, *-less*, *-ful***

1. *difficultly* Bill had *difficultly* measuring the table's length after her ruler broke in half.
2. *endless* The trail seemed *endless* as the bikers slowly pedaled up the mountain.
3. *falsely* The bikers *falsely* believed the peaks to be closer than they were.
4. *generally* Backyard pools are *generally*, or usually, deeper at one end.
5. *happily* The laughing baby played *happily* with her blocks.
6. *helpful* It is *helpful* to have a map when you travel to a new place.
7. *luckily* *Luckily*, One had measured the space in her office before ordering the giant desk.
8. *orderly* Lining up objects by height or width is an *orderly* way to compare sizes.
9. *restless* John was so *restless* that the doctor finally asked him to sit still while she took his pulse.
10. *speedy* A *speedy* horse can run about 50 mph for short distances.
11. *spotless* After science class, students scrubbed the tools they used until they were *spotless*.
12. *truthful* A good scale is always *truthful*.
13. *wonderful* A telescope is a *wonderful* way to learn about distant objects.
14. *wordy* His report was *wordy* and repetitive.
15. *useful* A stopwatch is *useful* for measuring time.

**Watch-Out Words**

16. *can't* We *can't* go outside until it stops snowing.
17. *hardly* There's *hardly* an inch of snow on the ground.
18. *scarcely* One inch is *scarcely* enough to get excited about!

**AB.12** Grade 8 Assessment **Unit 8 | Getting There**

Vocabulary Test  
A8.12

Spelling Pretest/  
Spelling Test  
T507m

#### Grammar and Writing

- Use Irregular Past-Tense Verbs
- Use Regular Past-Tense Verbs
- Introduce and Develop Characters

**Writing, Revising, and Editing Test** Unit 8, Week 2

Directions: Read the paragraph. Then answer the questions.

My dad, \_\_\_\_\_, he must work hard to get in shape for the marathon. A marathon is a race that is 26.2 miles long. He \_\_\_\_\_ to go running every day. He also \_\_\_\_\_ to do some training with weights. Soon, my dad's legs \_\_\_\_\_ very strong. When he ran the marathon, he \_\_\_\_\_ in record time. After the race, I \_\_\_\_\_ "Dad, I'm so proud of you!"

1. Choose the answer that goes in Blank 1.  
 know  
 knew  
 knowed  
 knewed

2. Choose the answer that goes in Blank 2.  
 decided  
 decidied  
 decidid  
 decide

3. Choose the answer that goes in Blank 3.  
 choosed  
 choose  
 chose

4. Choose the answer that goes in Blank 4.  
 became  
 become  
 becamed  
 becamed

**AB.13** Grade 8 Assessment **Unit 8 | Getting There**

**Writing, Revising, and Editing Test** Unit 8, Week 2

1. Choose the answer that goes in Blank 1.  
 fish  
 fishd  
 fishied  
 fishad

2. Choose the answer that goes in Blank 2.  
 sed  
 said  
 layed  
 layed

3. Imagine you are writing a story about a squirrel and a chipmunk. They are having a contest to see who can collect the most nuts in one day. Write the first paragraph of the story to introduce the characters. Include details and dialogue to show how they act, think, and feel.

**AB.14** Grade 8 Assessment **Unit 8 | Getting There**

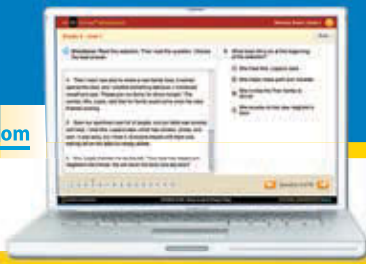
**Writing Rubric**

Code	Writing Rubric				
	4	3	2	1	0
1	1. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	1. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	1. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	1. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	1. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.
2	2. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	2. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	2. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	2. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	2. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.
3	3. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	3. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	3. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	3. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	3. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.
4	4. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	4. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	4. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	4. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.	4. The student writes a clear and focused main idea or thesis statement that is supported by relevant and specific details and examples.

**AB.38** Grade 8 Assessment **Unit 8 | Getting There**

Writing, Revising, and Editing Test  
A8.13–A8.14

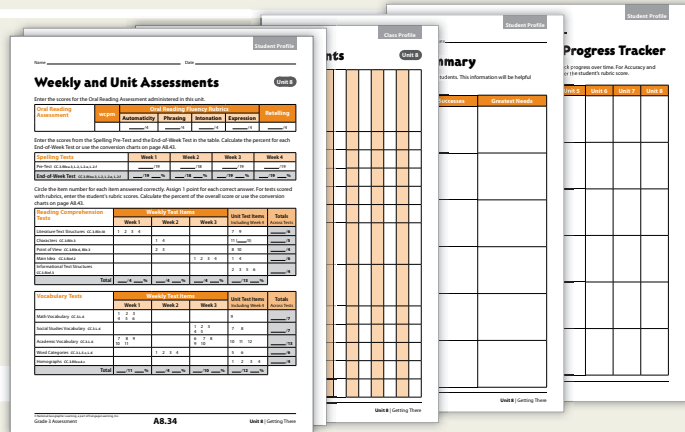
Writing Rubric  
A8.38



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.34–A8.35
- Class Profile: Weekly and Unit Assessments** A8.36
- Student Profile: Strengths and Needs Summary** A8.37
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Analyze Character: Reteaching Master RT8.4**
- Determine Characters' Viewpoints: Reteaching Master RT8.5**
- Choose Reading Strategies: Reteaching Master RT8.6**

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)

### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Tests**
- Class Profile: Weekly and Unit Tests**
- Standards Summary Report**

### Vocabulary and Spelling

#### RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

#### ADDITIONAL PRACTICE

Vocabulary Games [NGReach.com](http://NGReach.com)  
Daily Spelling Practice, pages T507m–T507n

### Grammar and Writing

#### RETEACH

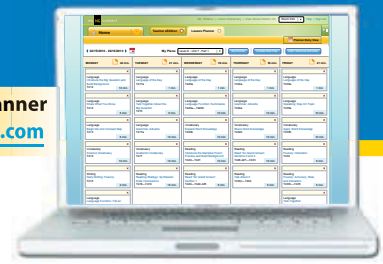
- Verbs: Anthology Handbook, page 595**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Voice: Reteaching Master RT8.7**

#### ADDITIONAL PRACTICE


More Grammar Practice PM8.17  
Daily Writing Skills Practice, pages T507q–T507r

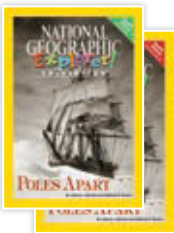

# Week 3 Planner

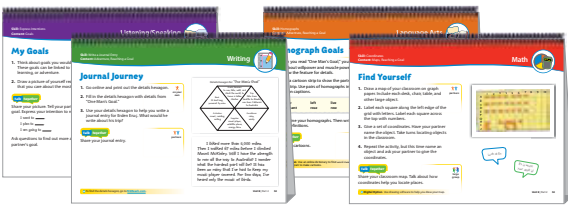
Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> ⌚ 5–10 minutes	<b>Listen and Comprehend</b> <b>Academic Talk</b> CC.3.SL.1; CC.3.SL.6 Express Intentions T520	<b>Read and Comprehend</b> <b>Academic Talk</b> CC.3.SL.3 Express an Opinion T522a
	<b>Language and Vocabulary</b> ⌚ 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.Rfou.3.c; ☑ Pretest: Words with Syllable Types: <i>-le, -y, a-</i> CC.3.L.2; and Commonly Misspelled Words CC.3.L.2.e; CC.3.L.2.f T519u <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; ☑ Review Subject-Verb Agreement T519w CC.3.L.1.f <b>Social Studies Vocabulary</b> CC.3.Rlit.4; CC.3.Rinf.4; ☑ Learn Key Words T520 CC.3.L.6 <b>continent destination globe</b> <b>journey location</b>	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; ☑ Practice T519u CC.3.Rfou.3.c; CC.3.L.2 <b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e ☑ More Past-Tense Verbs T519w <b>Academic Vocabulary</b> CC.3.Rinf.4; CC.3.L.4; CC.3.L.6 ☑ Learn More Key Words T522a <b>challenge discover endurance</b> <b>explore prepare</b>
	<b>Reading</b> ⌚ 20–40 minutes	<b>Reading</b> Read Aloud: Essay T521a <b>Comprehension</b> CC.3.Rinf.2; CC.3.Rinf.3; ☑ Determine Main Idea and Details T521a CC.3.Rinf.8 <b>Fluency</b> CC.3.Rfou.4 ☑ Model Phrasing T521a	<b>Reading</b> CC.3.Rinf.4; CC.3.Rinf.10; Read a Diary T524 CC.3.Rfou.4 <b>Comprehension</b> CC.3.Rinf.10 ☑ Use Reading Strategies T524 
	<b>Writing</b> ⌚ 15–45 minutes	<b>Power Writing</b> T520 CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.8 ☑ Cite Sources T519y <b>Writing</b> CC.3.W.10 Write About Main Ideas and Details T522 <b>Research Project: Reaching Goals</b> CC.3.W.2.a; CC.3.W.7; Plan T539a CC.3.W.8	<b>Power Writing</b> T522a CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.8 ☑ Cite Sources T519y <b>Writing</b> C.3.W.10 Write About Reading Strategies T524 <b>Research Project: Reaching Goals</b> CC.3.W.2.a; Research T539a CC.3.W.7; CC.3.W.8

<b>SMALL GROUP READING TIME</b>		Read Social Studies Articles	Read Nonfiction Books
<b>Nonfiction</b>	⌚ 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Social Studies Vocabulary SG16 <b>Reading</b> CC.3.Rinf.1; CC.3.Rinf.10 Ask Questions to Comprehend Text SG16 Build Comprehension SG17 	<b>Vocabulary</b> CC.3.L.6 Learn Story Words SG18–SG19 <b>Reading</b> CC.3.Rinf.10 Introduce SG18–SG19 Read and Integrate Ideas SG20–SG21 ☑ Main Idea and Details SG20–SG21 ☑ Use Reading Strategies SG20–SG21 

<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>		
<b>Learning Station</b>	⌚ 20 minutes	
		<b>Speaking and Listening</b> T519q CC.3.SL.1; CC.3.SL.3; CC.3.SL.5 <b>Language and Vocabulary</b> T519q CC.3.L.6 <b>Writing</b> T519q CC.3.W.2; CC.3.W.2.a; CC.3.W.3 <b>Cross-Curricular</b> T519r CC.3.Rinf.10; CC.3.SL.1 <b>Reading and Intervention</b> T519r; SG68 CC.3.Rinf.10; CC.3.Rfou.3; CC.3.Rfou.4.b <b>Daily Phonics Intervention</b> T519s–T519t CC.3.Rfou.3.c; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f

**BIG Question** What tools can we use to achieve our goals?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.3.Rinf.5; CC.3.SL.1  
Preview and Predict T526

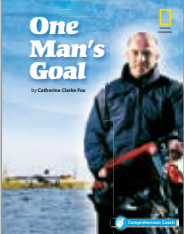
**Daily Spelling and Word Work** CC.3.Rfou.3; CC.3.Rfou.3.c;  
✓ Practice T519v CC.3.L.2.d; CC.3.L.2.e

**Daily Grammar** CC.3.L.1; CC.3.L.1.d;  
✓ Review Past-Tense Verbs T519x CC.3.L.1.e

**Vocabulary Practice** CC.3.L.6  
✓ Expand Word Knowledge T526

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**Reading** CC.3.Rinf.2; CC.3.Rinf.5;  
Read a Human CC.3.Rinf.10  
Interest Feature T527–T530



**Comprehension** CC.3.Rinf.2;  
✓ Main Idea and Details T530 CC.3.Rinf.5;  
CC.3.Rinf.10  
✓ Reading Strategies T529, T530  
Use Text Features T528

**Fluency** CC.3.Rfou.4  
✓ Practice Phrasing, Accuracy, and Rate T528

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**Power Writing** T526 CC.3.W.10  
**Daily Writing Skills** CC.3.W.8  
✓ Cite Sources T519z

**Writing** CC.3.W.10  
Write Using Text Features T531

**Research Project: Reaching Goals** CC.3.W.2.a; CC.3.W.7;  
Research T539a CC.3.W.8

### Day 4

**Read and Comprehend**

**Academic Talk** CC.3.Rinf.2; CC.3.SL.4  
Summarize Reading T532


**Daily Spelling and Word Work** CC.3.L.2; CC.3.L.2.e;  
✓ Practice T519v CC.3.L.2.f

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.d;  
✓ Grammar and Writing T519x CC.3.L.1.e; CC.3.L.1.f

**Vocabulary Practice** CC.3.L.6  
✓ Share Word Knowledge T532

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**Reading** CC.3.Rinf.2; CC.3.Rinf.5;  
Read a Human CC.3.Rinf.10;  
Interest Feature CC.3.Rfou.4  
T533–T534–535



**Comprehension** CC.3.Rinf.2;  
✓ Main Idea and Details T533, T534–535 CC.3.Rinf.5;  
CC.3.Rinf.10  
✓ Reading Strategies T533, T534–535

**Fluency** CC.3.Rfou.4  
✓ Practice Phrasing, Accuracy, and Rate T533

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**Power Writing** T532 CC.3.W.10  
**Daily Writing Skills** CC.3.W.8  
✓ Cite Sources T519z

**Writing** CC.3.W.10  
Write a Diary Entry T536–537

**Research Project: Reaching Goals** CC.3.W.2.a; CC.3.W.7;  
Organize T539b CC.3.W.8

### Day 5

**Review and Apply**

**Academic Talk** CC.3.SL.2  
Talk About “One Man’s Goal” T538

**Daily Grammar** CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e; CC.3.L.1.f  
✓ Review T519x

**Vocabulary Review** CC.3.L.6  
✓ Apply Word Knowledge T537a

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**Reading** CC.3.Rinf.2; CC.3.Rinf.3  
Reread a Human Interest Feature T538a–T539

**Comprehension** CC.3.Rinf.2; CC.3.Rinf.3  
✓ Main Idea and Details T538a

**Fluency** CC.3.Rfou.4  
✓ Check Phrasing, Accuracy, and Rate T539

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**Power Writing** T537a CC.3.W.10  
**Daily Writing Skills** CC.3.W.8  
✓ Cite Sources T519z

**Writing** CC.3.W.10  
Write About “One Man’s Goal” T538

**Research Project: Reaching Goals** CC.3.SL.4  
Present T539b

### Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21




**Reading** CC.3.Rinf.10;  
Read and Integrate CC.3.Rinf.2;  
Ideas SG20–SG21 CC.3.Rinf.3

✓ Main Idea and Details SG20–SG21  
✓ Use Reading Strategies SG20–SG21

### Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21




**Reading** CC.3.Rinf.10;  
Read and Integrate CC.3.Rinf.2;  
Ideas SG20–SG21 CC.3.Rinf.3

✓ Main Idea and Details SG20–SG21  
✓ Use Reading Strategies SG20–SG21

### Read Nonfiction Books

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG18–SG21



**Reading** CC.3.Rinf.10  
Connect Across Texts SG21

**Writing** CC.3.W.2  
Choose a Writing Option SG20–SG21



### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T539c–T539d

✓ Reading Comprehension Test A8.15–A8.16 CC.3.Rinf.2;  
CC.3.Rinf.3

✓ Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10

✓ Oral Reading Assessment A8.1–A8.3 CC.3.Rfou.4

✓ Vocabulary Test A8.17–A8.18 CC.3.L.6

✓ Spelling Test: Words with Syllable Types: -le, -y, a- and Commonly Misspelled Words T519u CC.3.Rfou.3;  
CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f

✓ Writing, Revising, and Editing Test A8.19–A8.20 CC.3.W.5;  
CC.3.L.1.d; CC.3.L.1.e; CC.3.L.1.f

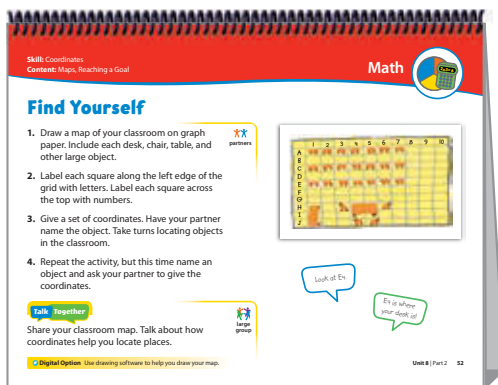
Reteaching Masters RT8.8–RT8.9





## Cross-Curricular

### Option 1: Find Yourself



## PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 52**

**Teacher's Guide on** [NGReach.com](https://www.ncreach.com)

graph paper • colored markers

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1

### Option 2: Amazing Vehicles



[NGReach.com](https://www.ncreach.com) Student Resources

Students play an online interactive adventure game and learn about different historic American vehicles.

- To play the adventures, have students go to Resources > Unit 8 > Learning Stations > Week 3 > Amazing Vehicles.
- After playing, have students write a sentence about their favorite vehicle from the adventures.

Read and Comprehend Informational Text CC.3.Rinf.10

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b  
Read and Comprehend Informational Text CC.3.Rinf.10

### Option 2: Stick Charts



[NGReach.com](https://www.ncreach.com) Student Resources

Students read online facts about a navigation tool and then take a quiz.

- To read the facts and take the quiz, have students go to Resources > Unit 8 > Learning Stations > Week 3 > Stick Charts.
- If students have difficulty navigating the page, point out the tabs for "Questions," "Fast Facts," and "Vocabulary."

Read and Comprehend Informational Text CC.3.Rinf.10

## Intervention

### Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

For **Reteaching Masters**, see pages RT8.8–RT8.9

## Additional Resources

### ESL Kit



ESL Teacher's Edition pages T520–T539

# Week 3 Daily Phonics Intervention

## OBJECTIVES

### Thematic Connection: Tools and Navigation

Recognize High Frequency Words

Develop Phonological Awareness: Identify Final Syllables

Identify Syllable Types (consonant + /e, vowel teams)

Divide Words into Syllables; Decode Multisyllabic Words

Teach

Day 1



### PROGRAM RESOURCES

High Frequency Words: Teaching Master 35

Word Builder: Transparency 88

### Reach into Phonics

Lesson 119, page T200

Lesson 121, page T202

## High Frequency Words

Follow Lesson 119 to present High Frequency Words:

show      right      close      watch      kind

## Types of Syllables

Follow Lesson 121 on page T202 to read and build words with different word chunks, or syllables. Guide students through **Transparency 88**.



NGReach.com Word Builder: Transparency 88

Teach

Day 2



### PROGRAM RESOURCES

More High Frequency Words: Teaching Master 36

Word Builder: Transparency 89

### Reach into Phonics

Lesson 120, page T201

Lesson 121, page T203

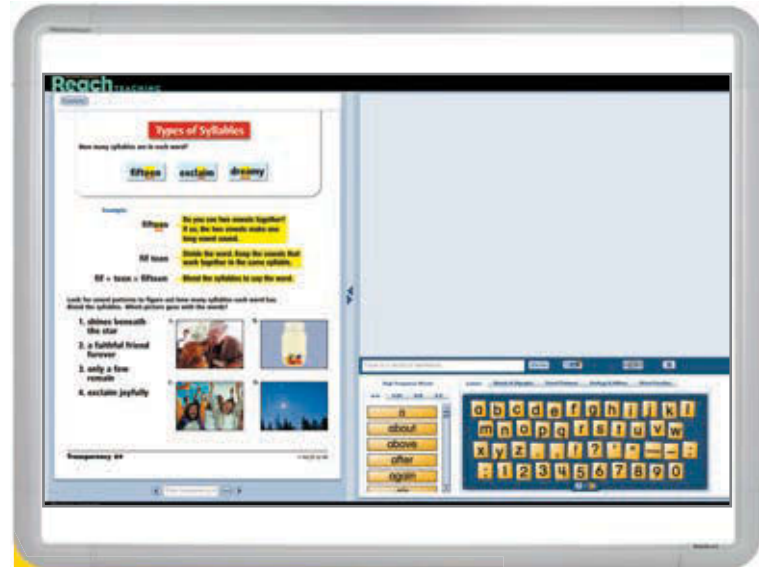
## High Frequency Words

Follow Lesson 120 to present High Frequency Words:

by      for      write      no      here  
buy      four      right      know      hear

## Types of Syllables

Follow Lesson 121 on page T203 to read and build words with different word chunks, or syllables. Guide students through **Transparency 89**.



NGReach.com Word Builder: Transparency 89

**COMMON CORE STANDARDS**

Decode Words with Common Latin Suffixes

CC.3.Rfou.3.b

Decode Multisyllabic Words

CC.3.Rfou.3.c

Read Grade-Appropriate Irregularly Spelled Words

CC.3.Rfou.3.d

Use Conventional Spelling

CC.3.L.2.e

Use Spelling Patterns and Generalizations

CC.3.L.2.f

**Concentration**

Day 3

**Option 1****MATERIALS**

index cards, 12 per pair

**Prepare**

- Arrange students in pairs. Have each pair collaborate to write the following word chunks on index cards, one word chunk per card: *ple, kle, cle, ble, dle, tle*.
- Have each pair then think of a word for each word chunk, and write the part of the word that comes before the word chunk on a separate index card. Repeat for each word chunk.
- Have partners shuffle both sets of cards together.

**Play a Game**

- Have partners place all the cards face down on a table. Students take turns turning over two cards.
- If the cards make a word, the student reads the word aloud and keeps the cards.
- If the cards do not match or if the player mispronounces the word, the player returns the cards face down to the table.
- Students play until all the cards have been matched and read correctly. The student with the most cards wins.

**Show Me!**

Day 3

**Option 2****MATERIALS**

index cards, 15 per pair of students • timer • folder or divider

**Prepare**

Have partners write the syllables *ple, kle, cle, ble, dle, tle*; the vowels *a, i, u*; and the consonants *b, c, m, n, r*, and *t*, each on separate cards.

**Play a Game**

- Partner 1 gathers all the cards and places a folder or divider around his or her work area.
- Set a timer for five minutes.
- Partner 2 names a word from the word bank below.

maple	crinkle	uncle	cable	candle	rattle
crumple	ankle	circle	nibble	bundle	cattle

- Partner 1 builds the word with the necessary letters. Partner 2 announces: "Show me!" Partner 1 then removes the folder to reveal the word. Give one point for each word that is built and read correctly.
- When the time is up, have Partners switch roles and repeat. The Partner that builds and reads the most words wins.

**Hop and Read**

Day 4

**MATERIALS**

masking tape • large index cards, ten per pair of students • game markers, one per student

**Prepare**

- Have partners work together to write each High Frequency Word from the word bank below on separate cards.
- Have partners use tape to make a hopscotch grid on the classroom floor. Have students tape a word card in each box of the grid.

show	right	close	watch	kind
know	write	four	hear	buy

**Play a Game**

- Have Player 1 toss a marker inside the first box and then hop through the boxes reading each word, skipping the box the marker is on. Player 1 turns around, hops back, and picks up the marker. Have Player 2 repeat the process.
- The first player to complete the hopscotch grid with the marker on each box wins the game.

**Mystery Words**

Day 5

**Prepare**

- Arrange students in pairs. Assign a mystery word from the word bank below to each pair. Leave the words displayed.

shuttle	circle	gentle	dreamy	mouthful
table	fumble	twinkle	weekly	faithful

- Copy and display the following list. Have partners work together to create four clues for their mystery word, using the list as a model.

Mystery Word: fifteen

Clue 1: The mystery word has seven letters.

Clue 2: The mystery word has two syllables.

Clue 3: The mystery word has a long and short vowel sound.

Clue 4: The mystery word is a number. (fifteen)

**Play a Game**

- Have one pair of students present its clues, one clue at a time.
- After each clue, the other pairs write the words that match the clues to that point and cross off words that no longer match.
- Once a word has been guessed, have another pair present its clues.



# Week 3 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✔ Spell Words with Syllable types: *-le, -y, a-*
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Words with syllable types: *a-, -le, -y*

1. about	A mile equals <b>about</b> 1.6 kilometers.
2. above	Early explorers used the stars <b>above</b> them to know where they were.
3. again	Tell me <b>again</b> how to use this tool, because I didn't understand you the first time.
4. anybody	Does <b>anybody</b> know how to turn on this GPS?
5. apart	The start and finish lines are 100 meters <b>apart</b> .
6. around	A ring road goes <b>around</b> the city, not through it.
7. avoid	Let's leave after the storm to <b>avoid</b> the bad weather.
8. brainy	My friend thinks she's <b>brainy</b> because she always gets an A in geography.
9. buckle	The spy's belt <b>buckle</b> hid a tiny compass.
10. bumpy	The <b>bumpy</b> road, full of rocks, was not on the map.
11. chuckle	Dad's <b>chuckle</b> was not quite a laugh as he watched me try to read the fishing map.
12. cocky	Will felt <b>cocky</b> as he confidently led his team through the treasure hunt.
13. crafty	The <b>crafty</b> pirate had hiding places everywhere along the coast, so he never got caught.
14. fickle	You are being <b>fickle</b> when you change your mind all the time about the best way to go.
15. heckle	"Don't <b>heckle</b> me with your annoying questions," the captain said to his crew.

### Watch-Out Words

16. way	Using a GPS is a great <b>way</b> to know where you are.
17. weigh	A GPS with a larger display is going to <b>weigh</b> more.
18. steal	Her GPS is so cool, someone might try to <b>steal</b> it.
19. steel	Is a plastic GPS lighter than one made of <b>steel</b> ?

## Syllable Types: *a-*

Day 2



Option 1

## MATERIALS

index cards, six per pair of students • dictionaries, one per pair

## Teach

Display the words *about* and *around*. Circle the *a* in both words. Explain: *When the first syllable of a word is a-, that syllable is usually not stressed.* Pronounce these spelling words and have students echo you: *about, above, again, apart, around, avoid.*

## Prepare

- Have partners collaborate to write each of the spelling words above on a separate card (showing syllable breaks). Tell students to consult a dictionary for syllable breaks, as needed.
- Have students stack the cards face down.

a/part

## Play a Game

- Have Partner 1 pick and display a card. Partner 2 pronounces the word, points to the unstressed syllable, then looks away and spells the word aloud.
- Partner 1 decides if Partner 2 has pronounced and spelled the word correctly. If so, Partner 2 keeps the card. If not, the card goes back in the stack.
- Students exchange roles and continue playing. The partner with more cards wins. If time allows, have students play another round.

Apply Phonics Skills  
Decode Multisyllabic Words  
Use Spelling Patterns and Generalizations

CC.3.Rfou.3  
CC.3.Rfou.3.c  
CC.3.L.2.f

## Homophone Hints

Day 2



Option 2

## Create Memory Tips

- Have students create simple rhymes or pictures to help them remember the Watch-Out Words. Tell students to consult a dictionary to be sure they are using each Watch-Out Word correctly.
- If students choose to draw pictures, have them write a sentence that includes the target word under the picture.
- Tell students to underline each Watch-Out Word.

Way with ay is leaps and bounds.  
Weigh with ei is ounces and pounds.  
Steel with ee is hard and strong.  
Steal with ea is just plain wrong.

Demonstrate Command of Spelling  
Consult References

CC.3.L.2  
CC.3.L.2.g



## Syllable Types: -le, -y Day 3



### Option 1

#### MATERIALS

index cards, 15 per pair of students • dictionaries, one per pair • scissors

#### Teach

Display the words *brainy* and *buckle*. Explain: *When the last syllable of a word ends in -y or -le, that syllable is not stressed.* Pronounce each spelling word for the students and have students echo you.

#### Prepare

- Arrange students in pairs and have them collaborate to print each of the first 15 spelling words on a separate card, leaving room between the syllables for cutting. Have partners consult a dictionary to check syllable breaks.
- Have students cut each word apart, separating the unstressed syllable from the rest of the word. For *anybody*, have students cut it apart after the first syllable.
- Tell them to stack unstressed syllables in one pile, face down, and arrange the stressed syllables face up.

#### Play a Game

- To begin, one partner chooses a card from the unstressed-syllable pile. The other partner finds a stressed syllable card and uses it to form a complete spelling word.
- As partners say the word aloud, the student with the unstressed card crouches down and the student with the other card jumps up.
- Have partners change roles after each word and continue playing until all the syllables have been matched.

Apply Word Analysis Skills  
Consult References

CC.3.Rfou.3  
CC.3.L.2.g

## Syllable Toss Day 3



### Option 2

#### MATERIALS

construction paper, one piece per group • game pieces, one per student

#### Prepare

Have small groups each create a nine-box grid game board, and randomly write the following letter combinations in each box: *-le, -y, a-*.

-le	a-	-y
-y	-le	a-
a-	-y	-le

#### Play a Game

- Have students take turns tossing a game piece onto the game board. Students choose and spell a word with the same letter(s) as the one they landed on.
- Play until each player has taken four turns.

Use Conventional Spelling

CC.3.L.2.e

## Concentration Day 4

### Day 4



### Option 1

#### MATERIALS

index cards, 19 per student

#### Prepare

Arrange students in pairs and have each partner write each spelling word on a separate card.

#### Play a Game

- Have partners shuffle both sets of cards together and arrange them face down on a table in rows.
- Players take turns turning over two cards. If the cards match, the player spells the word aloud and keeps the cards, if spelled correctly.
- If the cards do not match, or if the player misspells the word, the player puts them back face down.
- Partners play until all the cards have been matched and spelled.

Use Conventional Spelling

CC.3.L.2.e

## Act It Out Day 4

### Day 4



### Option 2

#### MATERIALS

strips of paper, 19 per group • paper bags, one per group

#### Play a Game

- Arrange students in small groups. Have partners write each spelling word on a separate paper strip and place all the strips in a paper bag.
- Have students take turns choosing a strips and acting out words.
- The first person to guess each word spells it and, if correct, keeps the strip of paper.
- Play continues until each player has acted out six words.

Use Conventional Spelling

CC.3.L.2.e

## Picture It! Day 4

### Day 4



### Option 3

#### MATERIALS

index cards, six per student

#### Prepare

- Have each student draw simple illustrations of six spelling words on separate index cards and write the word on the back of each card.
- Arrange students in pairs. Have partners shuffle all the cards together, and put them down, drawing sides up.

#### Play a Game

Have partners take turns pointing to a drawing and having the other guess and spell the word. Continue play until each partner has spelled each word correctly.

Use Conventional Spelling

CC.3.L.2.e

# Week 3 Daily Grammar

## OBJECTIVES

**Thematic Connection: Tools and Navigation**

- ✔ Grammar: Use Irregular Past-Tense Verbs
- ✔ Grammar: Use Subject-Verb Agreement

## COMMON CORE STANDARDS

- |                                |            |
|--------------------------------|------------|
| Edit Writing                   | CC.3.W.5   |
| Demonstrate Command of Grammar | CC.3.L.1   |
| Form and Use Verbs             | CC.3.L.1.d |

## Day 1

### PROGRAM RESOURCES

**Subject-Verb Agreement:**  
eVisual 8.20

### Review the Rules

Use the suggestion on page T522 to review *had*. Display and discuss eVisual 8.20.

#### Subject-Verb Agreement

	Singular: I / you / he, she, it			Plural: we / you / they		
Present	do	do	does	do	do	do
Past	<b>did</b>	<b>did</b>	<b>did</b>	<b>did</b>	<b>did</b>	<b>did</b>
Present	have	have	has	have	have	have
Past	<b>had</b>	<b>had</b>	<b>had</b>	<b>had</b>	<b>had</b>	<b>had</b>
Present	am	are	is	are	are	are
Past	<b>was</b>	<b>were</b>	<b>was</b>	<b>were</b>	<b>were</b>	<b>were</b>

[NGReach.com](http://NGReach.com) Subject-Verb Agreement: eVisual 8.20

Ask students which verbs have the same form in the singular and in the plural. Next, ask which ones have different singular and plural forms?

### Play a Game

Have partners play "Was There an Echo?" Explain:

- *Player 1 looks at the eVisual, chooses a present-tense verb, and makes up a sentence with the present-tense verb:*
- *Player 2 repeats Player 1's sentence, changing the present-tense verb to a past-tense form.*
- *Players then switch roles and choose a different verb.*

### Differentiate

#### SN Special Needs

**ISSUE** Students have difficulty using the eVisual in the game.

**STRATEGY** Have students copy the eVisual into three separate parts onto a sheet of paper: Forms of *do*, Forms of *have*, Forms of *be*. Have them check off each pronoun and verb form as players use them.

## Day 2

### PROGRAM RESOURCES

**More Irregular Past-Tense Verbs:**  
eVisual 8.23

### Teach the Rules

Use the suggestion on page T524 to introduce more irregular past-tense verbs. Then discuss eVisual 8.23.

#### More Irregular Past-Tense Verbs

	Verb / Past-Tense	Examples
• Irregular verbs have special forms for past tense.	begin / <b>began</b> buy / <b>bought</b> come / <b>came</b> ride / <b>rode</b>	Emma <b>came</b> with me. She and I <b>rode</b> a ferry.
• You just have to remember the special forms.	see / <b>saw</b> take / <b>took</b>	We <b>saw</b> other boats in the river.

[NGReach.com](http://NGReach.com) Irregular Past-Tense Verbs: eVisual 8.23

Have students use the past-tense verbs not shown in examples in their own sentences.

### Play a Game

Arrange teams of three to four students. Explain:

- *Choose a team name and a leader for your group.*
- *Listen as I slowly say a sentence with an irregular verb in the present tense, for example: I begin the boat ride.*
- *With your team, rewrite the sentence with the past-tense form of the verb: I began the boat ride.*
- *When teams are finished, I will check the sentences. If your team's sentence is correct, your team gets a point.*
- *The team with the most points after ten sentences is the winner.*

### Differentiate

#### SN Special Needs

**ISSUE** Students have difficulty contributing in a group setting to the sentence-writing portion of the game.

**STRATEGY** Have team members take turns writing sentences individually for the team.



Form and Use Verb Tenses  
Ensure Subject-Verb Agreement

CC.3.L.1.e  
CC.3.L.1.f

## Day 3

### PROGRAM RESOURCES

Review Irregular Past-Tense Verbs:  
eVisual 8.24

Game: Practice Master PM8.19

### MATERIALS

paper clips, one per pair • scissors, one per pair

## Teach the Rules

Use the suggestion on page T530 to introduce more irregular past-tense verbs. Then display eVisual 8.24. Have students use the past-tense verbs not shown in examples in new sentences.

### Review Irregular Past-Tense Verbs

- Irregular verbs have special forms for past tense.
- You just have to remember the special forms.

Verb / Past-Tense	Examples
blow / <b>blew</b>	The wind <b>blew</b> my boat off route.
bring / <b>brought</b>	I <b>brought</b> a laptop along.
freeze / <b>froze</b>	I <b>kept</b> in touch with friends.
give / <b>gave</b>	
keep / <b>kept</b>	
leave / <b>left</b>	

NGReach.com Review Past-Tense Verbs: eVisual 8.24

## Play a Game

Distribute Practice Master PM8.19 and have partners play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**  
**Irregular Travel**

**Directions:**

- Imagine your travel plans: Would you like to travel on a flying carpet or grab a ride on a whale? Think of unusual ways to travel. Play with a partner. First, tell your partner how you're traveling.
- Take turns spinning: Spin for a verb. Read aloud the verb and then say and spell its past-tense form.
- Use the past-tense verb: Remember to tell how you're traveling. Then use the past-tense verb to tell something about your trip. Example: I traveled to Alaska on a dolphin and the cold water froze my cellphone.
- Score: If you spelled and used the past-tense verb correctly, score one point. The player with the most points after six rounds wins the game.

Verbs

**Make a Spinner**

- Put a paper clip over the center of the spinner.
- Put a pencil point through a hole of the paper clip.
- Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

PM8.19 Unit 8 | Getting There

NGReach.com Practice Master PM8.19

## Differentiate

### EL English Learners

**ISSUE** Students add *-ed* to irregular past-tense verbs.

**STRATEGY** Have students create flash cards for the irregular verbs with the present tense on one side and the past tense on the other. Allow students to refer to their flash cards as they play the game.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing: Practice  
Master PM8.20

## Grammar and Writing

Distribute Practice Master PM8.20. Have students use editing and proofreading marks to correct errors with irregular past-tense verbs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**  
**Edit and Proofread**

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- irregular past-tense verbs
- subject-verb agreement

Editing and Proofreading Marks	Use
^	Add.
↵	Take out.
≡	Capitalize.
⊙	Add period.
⋮	Add comma.

I remember my first camping trip like it <sup>was</sup> yesterday. My dad, brother, and I <sup>left</sup> our home in the city on a Saturday morning. On the way, we stopped at a grocery store and <sup>bought</sup> food. My dad <sup>brought</sup> all of our camping supplies in the back of his truck. As we <sup>rode</sup> up the winding mountain road, we <sup>saw</sup> many amazing views. When we got to the campground, my brother and I <sup>were</sup> ready. After our campsite <sup>was</sup> ready, we went on a hike. But when we <sup>were</sup> in the middle of the forest, my dad stopped. He looked in his bag. "I thought I <sup>had</sup> a compass in here," he said. "Uh oh," my brother said. "I <sup>took</sup> it yesterday to my friend's house." "Don't worry," my dad said. "I can get us back to our campsite in no time." He <sup>did</sup> his best, but it still took us over an hour!

For use with TE p. T519x. PM8.20 Unit 8 | Getting There

NGReach.com Practice Master PM8.20

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A8.19–A8.20

## Review and Assess

Copy and display the chart below. Have small groups complete the chart by filling in the past-tense forms. Then have students in each group share strategies they have for remembering the irregular forms.

Irregular Verb Forms					
Present	Past	Present	Past	Present	Past
am, is	was	buy	bought	leave	left
are	were	come	came	ride	rode
begin	began	have	had	see	saw
bring	brought	keep	kept	take	took

Administer the Writing, Revising, and Editing Test.



# Week 3 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Tools and Navigation**

 Cite Sources

## COMMON CORE STANDARDS

Gather Information and Take Notes

CC.3.W.8

### Introduce Citing Sources

Day 1



## PROGRAM RESOURCES

Sources and Citations: eVisual 8.21

## Teach the Skill

Explain: *As you research and take notes, it's important to keep track of your sources. Your sources are the books, magazines, newspaper articles, encyclopedia articles, and Web articles that you use in your writing.*

Explain that there are different ways of citing sources, depending on the type of source. Say: *At the end of your report, you will list all the sources you used. There is a specific way to cite each type of resource.* Display eVisual 8.21 and explain the details of each citation.



## Sources and Citations

Type of Source	Citation
book or textbook	Aidan, James. <i>Kayaking Adventures</i> . New Orleans: Adventure Publishing, 2011.
magazine article	Riley, Morgan. "Sailing Across the Pacific." <i>Sea Life</i> . 28 March 2009: 17–18.
newspaper article	Baldwin, Timothy. "The Great Lakes in 24 Hours." <i>Cleveland Herald</i> . 28 May 2010: D1.
encyclopedia article	Jackson, John. "Navigation." <i>Children's Encyclopedia</i> , 2011.
article from a Web site	Bays, Charlie. "Navigating Down the Nile." <i>Sailor World</i> . 18 October 2010. 18 February 2012. <http://sailworld.com/nile.html>

 Sources and Citations: eVisual 8.21



**INTERACTIVE WHITEBOARD TIP:** Circle the author and highlight the title in each citation.

Clarify: *When you cite an Internet source, you must record both the date the source was written and the date on which you visited the site.*

Tell students that when they create a list of sources for their final version of a report, they do not need to list the sources of information that they did not end up using in the report.

### Recognize Citations

Day 2



Option 1

## PROGRAM RESOURCES

Sources and Citations: eVisual 8.21

## Introduce

Display eVisual 8.21 and have volunteers copy and display the following fictitious citation examples.

Block, Bryan M. "Kayaking Down the Mississippi River." *Minneapolis Gazette*. 5 May 2011: C1.  
Kline, Rene. "How I Survived Sailing Down the Mighty Mississippi" *Midwest Magazine*. 18 April 2011: 15-22.  
Sayre, Maya. *A Beginner's Guide to the Mississippi River*. London: Watercress Press, 2012.

Ask: *What would be the topic of a report that uses these sources?* (traveling down the Mississippi River)

## Practice

Have partners number a piece of paper from one to three and list the type of source each citation illustrates.

### Create Citations

Day 2



Option 2

## PROGRAM RESOURCES

Sources and Citations: eVisual 8.21

## Introduce

Have partners invent citations, serious or funny, for the following.

- a biography of a famous explorer
- a newspaper article about climbing up Mount Everest
- a Web article about sailing around the world
- an encyclopedia entry about tools explorers use

## Practice

Display eVisual 8.21 and remind students to follow the style used for each type of source, including correct order of citation elements, punctuation, and use of italics. Students working with paper and pencil should use underlining for italicized elements.

**SUGGESTED PACING**

DAY 1 Teach the Skill  
 DAY 2–4 Daily Practice Options  
 DAY 5 Review and Assess

**Create Citations**Day 3  Option 1**PROGRAM RESOURCES**

Sources and Citations: eVisual 8.21

**MATERIALS**

books • magazines • newspapers • encyclopedias • computers with Internet access

**Practice**

Display eVisual 8.21.

Provide students with books, magazines, newspapers, encyclopedias, and computers with Internet access.

Arrange students in groups of five. Have each of four students choose a different type of print publication and create a citation for it. Have students use eVisual 8.21 as a resource.



Have one student in each group create a citation for a Web site. Tell the student to go to: Resources > Unit 8 > Daily Writing Skills > Week 3 > Interview with Ballard.

Have group members exchange citations and check for accuracy. Assist with corrections as necessary.

**Create Citation List**Day 3  Option 2**PROGRAM RESOURCES**

Sources and Citations: eVisual 8.21

**Introduce**

Have students create citations, as if for a report about Sir Edmund Hillary, the first person to climb Mount Everest.

**Practice**

Copy and display the following, along with eVisual 8.21.

1. A biography about Sir Edmund Hillary, published in Seattle by Nepal Press in 2011. (Note: Make up an author of the biography.)
2. A newspaper article by reporter Anthony Horton that appeared in *The Chicago Herald* on June 2, 1953. (Note: Make up a title for the article.)
3. An encyclopedia entry on Mount Everest from the Web site *Mountains* posted by Ed Hughes on May 10, 2011. (Note: Make up a URL.)

**Check Citation Lists**Day 4 **PROGRAM RESOURCES**

Sources and Citations: eVisual 8.21

**Introduce**

Display eVisual 8.21. Remind students that they should list all types of sources accurately at the ends of their research reports.

**Practice**

Have partners exchange the source lists from previous research projects in their Weekly Writing folders.

Tell partners to check each other's citations for accuracy, using eVisual 8.21 as a guide. Provide a checklist:

- Is this source a book, a magazine article, a newspaper article, an encyclopedia article, or an article from a Web site?
- Is the format correct as compared to the Sources and Citations chart?
- Are titles, names, and dates in the correct order?
- Is all the punctuation correct?

Have partners discuss any necessary changes and make corrections..

**Review and Assess**Day 5 **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A8.19–A8.20

**Review the Skill**

Have small groups make lists of guidelines other students can follow when they are quoting a source or referencing information that someone else has written. Prompt them to include the following:

- why we cite sources at the ends of research reports
- what information comes first in a citation
- how titles of books and articles are listed in citations
- what other information is included in a citation
- what information is included in a Web site citation

Administer the **Writing, Revising, and Editing Test**.

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- Use Domain-Specific Words
- Determine Main Idea and Supporting Details

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 8
- Main Idea Diagram: Practice Master PM8.18

### TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 8.19

## MATERIALS

globe or map

## Power Writing

Have students write as much as they can as well as they can in one minute about a trip they would like to take.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

- |   |             |
|---|-------------|
| Determine Meaning of Words and Phrases  | CC.3.Rlit.4 |
| Determine the Main Idea of Text and Explain How Details Support the Main Idea | CC.3.Rinf.2 |
| Relate Ideas  | CC.3.Rinf.3 |
| Determine Meaning of Domain-Specific Words                                    | CC.3.Rinf.4 |
| Describe Text Structure   | CC.3.Rinf.8 |
| Read with Fluency to Support Comprehension                                    | CC.3.Rfou.4 |

### Writing


- |   |           |
|---|-----------|
| Write Over Shorter Time for Specific Purposes | CC.3.W.10 |
|---|-----------|

### Speaking And Listening

- |  |           |
|--|-----------|
| Discuss Topics, Expressing Ideas Clearly | CC.3.SL.1 |
| Speak in Complete Sentences              | CC.3.SL.6 |

### Language and Vocabulary

- |  |          |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.3.L.6 |
|--|----------|



## WARM-UP

Ask: *What would you pack for a **journey** to **explore** a desert, rainforest, or ocean?* Have students share how they would prepare for each location.

## Academic Talk

### 1 Express Intentions Anthology page 374

Read aloud the instructions and play the **Sing With Me Language Song**:

“Getting Ready.” Explain: *When you express an intention, you tell what you plan to do.* Then explain and model the steps for expressing intentions:

- *First, tell what you want to do: I want to spend my summer vacation in Arizona.*
- *Then tell what you will do: First, I will drive to Arizona in a car.*
- *Tell what you plan to do next: After that, I plan to go to the Grand Canyon.*

Point out how you spoke clearly and used complete sentences to express your intentions. Then have partners express intentions about a journey they plan to make. They should speak clearly, use complete sentences, and elaborate.

## Social Studies Vocabulary

### 2 Key Words Anthology page 521

Explain and model using **Vocabulary Routine 1** and the activity on **Student eEdition** page 521 to learn the Key Words.

- **Pronounce the word** and point to the image: **destination**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1=very well; 2=a little; 3=not at all) Tell what you know about this word.
- **Define the word:** A **destination** is a place a person travels to.
- **Elaborate:** Every year for vacation, my family chooses a new **destination**.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the

**Digital Library**.

Have partners take turns repeating the routine for each word. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

### Key Words

continent · destination · globe  
journey · location



## Express Intentions

Listen to Emma's song. Then use **Language Frames** to express intentions about a goal you have.

- I want to \_\_\_\_\_.
- I will \_\_\_\_\_.
- I plan to \_\_\_\_\_.
- I am going to \_\_\_\_\_.

Song (MP3)

## Getting Ready

I want to go to New York City.  
I will pack my walking shoes.  
I plan to see so many places  
On the streets and avenues.

I will visit the museums.  
I am going to see the zoo.  
I'll take pictures to remember  
All the things I see and do.

Tune: "Clementine"



520

continent  
destination  
globe  
journey  
location

## Key Words

Use **Key Words** and other words to talk about an exciting **journey**.

- Look at different **locations** on a **globe**.
- Which one would you like to visit?  
Which **continent** is it on?
- Point to your **destination**.



### Talk Together

Pretend that you really plan to go on a journey. Use **Language Frames** from page 520 and **Key Words** to express your intentions to a partner. Then tell how you will achieve your goal.

521

### STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
pages 520–521

### 3 Talk Together Anthology page 521

Read aloud the directions for **Talk Together**. Point out the globe on page 520.

Ask: *How can a **globe** be a useful tool for planning a **journey**?* (Possible response: It can help you see how far you are from your **destination**.)

Have students use a globe or map to choose a location for their journey. Provide an example of expressing intentions using Key Words, such as: *I want to visit a country on the **continent** of Asia.*

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words ✓

As students express intentions, listen for correct usage of the Key Words.

If students use words incorrectly, provide cloze sentences for them to complete orally, such as the following:

- *Another name for a trip is a \_\_\_\_\_. (**journey**)*
- *A large area of land on Earth is called a \_\_\_\_\_. (**continent**)*
- *If you want to find out the **location** of a **destination**, you can look on a \_\_\_\_\_. (**globe**)*

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T519y–T519z)
- ✓ Power Writing (T520, T522a, T526, T532, T537a)
- ✓ Writing (T522, T524–T525, T531, T536–537, T538)
- ✓ Research Project (T539a–T539b)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 8** for translations in seven languages. Use cognates for Spanish speakers:

*continent/continente    destination/destinación*  
*globe/globo    ocaion/localidad*

### BL Below Level

**ISSUE** Students have difficulty understanding the meanings of Key Words.

**STRATEGY** Pair students with a more proficient partner and encourage them to use the visuals in the **Digital Library** to help define the words together.



## Fluency

**Model Phrasing** Explain the concept: *Phrasing means grouping words together into phrases that sound natural. Sentence punctuation, such as commas, periods, and question marks are guides to proper phrasing.* Model phrasing with sentences from the **Read Aloud**. Have students practice phrasing by reading aloud the song lyrics on **Anthology** page 520.

## Comprehension

#### 4 Main Idea and Details Anthology page 522

Read aloud the introduction and review that the main idea is the most important idea of a text. Point out that the illustrations and captions give details that support, or tell more about, the main idea. Then display **eVisual 8.19** and read aloud Emma's essay, "How I Planned My Summer Vacation." Ask students to listen for a main idea and supporting details.



#### Read Aloud

Essay

##### How I Planned My Summer Vacation

Last summer, my aunt and I planned a fantastic summer vacation. Our **destination** was New York City. The first thing we did was start saving money. We knew we would need plenty of money for plane tickets, hotel rooms, taxis, food, and activities. The next thing we did was to make a budget for our money. This helped us figure out how much money we would be able to spend during our trip. After making our budget, we picked places we wanted to see and visit. For example, I wanted to visit Central Park, and my aunt wanted to visit the Statue of Liberty. Finally, we made a schedule for our time in the city. We planned out what we would do on each day. That way, we'd be sure to have enough time to visit every place on our list. Once our plans were done, we couldn't wait to begin our amazing **journey**.

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 8.19



**INTERACTIVE WHITEBOARD TIP:** Underline the main idea of the essay.


#### 5 Map and Talk **Anthology** page 522

After students read how to make a main idea diagram, explain: *The first sentence of the essay tells the main idea. What are some details that support the main idea?* Ask students to find more supporting details in the **Read Aloud**.

#### 6 Talk Together **Anthology** page 522

Read aloud the directions. Then have students use **Practice Master PM8.18** to make a main idea diagram about interesting places to visit.

### Check & Reteach

**OBJECTIVE:** Determine Main Idea and Supporting Details 

Review: *What is the main idea of "How I Planned My Summer Vacation"? What details support this main idea?*

If students have difficulty, reread the essay. Ask: *What is the most important idea in the paragraph?* (Emma and her aunt planned a summer vacation.) *What is one idea that supports, or gives examples of, the main idea?* (They saved money.) *What is another idea?* (They made a budget.)

## Main Idea and Details

When you talk about something, you start with the **main idea**. Then you give **details** about the main idea. Connecting the main idea and details helps you understand what you read, see, or hear.

Look at these pictures. They show how Emma and her aunt plan for a trip to New York City. Read the text.



They save money.



They make a budget.

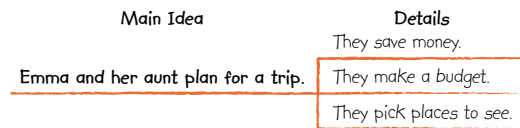


They pick places to see.

### Map and Talk

You can use a main idea diagram to show the most important idea and details that support it. To make one, write the main idea on the line on the left side. Write the details on the lines on the right side.

#### Main Idea Diagram



#### Talk Together

Make a main idea diagram with this main idea: **There are many interesting places to visit.** Share your diagram with a partner.

522

Anthology page 522

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T519u

### Daily Grammar ✓

Display **Anthology** page 522. Point to the third illustration, and say: *Emma had many maps of New York City.* Explain that the word *had* is the past tense of the verb *have*. Then use page T519w to review subject-verb agreement with forms of *be*, *have*, and *do*.

### Daily Writing Skills ✓

Remind students that writing a report, article, or biography requires careful research. Then use page T519y to teach how to cite sources.

# Writing

## 7 Write About Main Idea and Details

Introduce: *Now you will use your main idea diagram to write a paragraph about interesting places to visit.* Model writing a paragraph based on the **Read Aloud**.

#### Think Aloud

First, I write the main idea from my diagram.

Then I will write a detail.

#### Write

Emma and her aunt made many plans for their trip to New York City.

First, they saved money.

For **Writing Routine 2**, see page BP48.

Have students use the main idea diagrams they prepared in **Talk Together** in order to write a paragraph about interesting places to visit. Then have partners share their paragraphs and add them to their Weekly Writing folders.

**WRAP-UP** Have partners talk about a city they would like to visit and what they would like to do there.

Name \_\_\_\_\_ Date \_\_\_\_\_

Main Idea Diagram	Main Idea	Details
<p><b>Interesting Places</b> Make a main idea diagram about the main idea: There are many interesting places to visit.</p>	<p>There are many interesting places to visit.</p>	<p>Answers will vary.</p>

Take turns with your partner telling more details that could support the main idea.

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For use with TE p. T521a

PM8.18 Unit 8 | Getting There

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✔ Use Academic Words
- ✔ Use Reading Strategies to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Weekly Writing Folders

### TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Student eEdition

Reading Strategy Bookmark: eVisual 8.22

## MATERIALS

self-stick notes • drawing paper • rulers



## WARM-UP

Ask students to make a list of things they would write in a diary about a journey. Have volunteers call out items from their list.

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *continent*.

For **Writing Routine 1**, see page BP47.

## Academic Talk

### 1 Express an Opinion

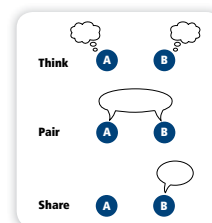
Remind students that when they express an opinion, they tell what they believe about something and then elaborate by giving reasons or supporting details.

Model expressing an opinion and giving reasons or supporting details: *In my opinion, Florida has the best beaches. In the summer, the sand is soft, the ocean is bright blue, and the water is warm.* Ask volunteers to identify the details that you used to elaborate on your main idea.

Have students give opinions about a favorite place. Have them use Key Words to express their opinion and give supporting details and reasons to elaborate. Use a **Think, Pair, Share**:

- Have each student think about a favorite place.
- Have partners express their opinions to each other. Students should elaborate on their opinions by including supporting details and reasons.
- Have volunteers share with the group about the ideas and details they discussed with their partners.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

## Academic Vocabulary

### 2 More Key Words Anthology page 523

Say: *Let's learn some more words to help us talk about a **journey**.* Explain and model using

**Vocabulary Routine 1** and the photos on page 523 to learn the Key Words.

- **Pronounce the word and point to the image:** **challenge**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** A **challenge** is something that is difficult to do.
- **Elaborate.** Relate the words to your experience: It is a **challenge** to get a perfect score on a difficult math test.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

### Key Words

challenge · discover · endurance  
explore · prepare

## COMMON CORE STANDARDS

### Reading

Determine Meaning of Academic Words	CC.3.Rinf.4
Read and Comprehend Informational Text	CC.3.Rinf.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4

### Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
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### Speaking and Listening

Elaborate	CC.3.SL.3
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### Language and Vocabulary

Determine Meaning of Words and Phrases	CC.3.L.4
Acquire and Use General Academic Words	CC.3.L.6

## More Key Words

Use these words to talk about "One Man's Goal" and "Climbing Toward Her Goal."

### challenge

(cha-lunj) *noun*



A **challenge** is something that is hard to do. It is a **challenge** to climb up a rope.

### discover

(dis-ku-vur) *verb*



When you **discover** something, you find it. She **discovers** an insect on this plant.

### endurance

(in-dur-uns) *noun*



When you have **endurance**, you keep doing something. A long race takes **endurance**.

### explore

(ik-splor) *verb*



To **explore** means to go somewhere to learn about people or things. He **explores** a new area.

### prepare

(pri-pair) *verb*



To **prepare** means to get ready for something. She packs a suitcase to **prepare** for her trip.

### Talk Together

Ask a question using a **Key Word**. A partner answers with a different **Key Word**.

Why do you want to explore the ocean?

I would like to discover new kinds of fish.

Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 523

Have partners use page 523 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 523  
Read aloud the instructions on page 523. Then have partners take turns asking and answering questions using the Key Words.



NGReach.com My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners ask and answer questions, listen for correct usage of the Key Words. If students use the words incorrectly, ask questions. For example:

- Which word means "to find something"? (**discover**)
- If you can keep running a race for a long time, what do you have? (**endurance**)
- Which word tells about going to a new place and learning about people? (**explore**)

## Best Practices

**Group Strategically** When students practice the Key Words, use word knowledge ratings from Step 2 of the vocabulary routine to pair students who have different levels of word knowledge.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words in seven languages. Access **Family Newsletter 8**. Use cognates for Spanish speakers:

discover/descubrir explore/explorar  
prepare/preparar

### BL Below Level

**ISSUE** Students have trouble asking and answering questions using Key Words.

**STRATEGY** Pose questions and have students answer in complete sentences using the Key Word:

- What is one **challenge** you have faced?
- What would you like to **discover**?
- When have you shown **endurance**?
- What place would you like to **explore**?
- How do you **prepare** for a trip?



 Daily Language Arts

## Daily Spelling and Word Work ✓

Practice page T519u

## Daily Grammar ✓

Point to the irregular past-tense verb *took* in the third paragraph of the diary on **Anthology** page 525. Then use page T519w to teach more irregular past-tense verbs.

## Daily Writing Skills ✓

Remind students that it is important to keep track of sources when writing a report. Then use page T519y to practice recognizing and creating citations.

## Fluency

**Practice Phrasing** As students read aloud Emma's diary, circulate and listen for correct phrasing.

## Comprehension

**4 Use Reading Strategies** ✓ **Anthology** pages 524–525

Project **Student eEdition** page 524 and read aloud the first section. Model using strategies before, during, and after reading the first paragraph of Emma's diary entry on page 525:

- *Before I read, I will preview the text. The label tells me that this is a diary. I see photographs of the Statue of Liberty and a city skyline. I see dates in July. I predict that this is a diary entry about a summer trip to New York.*
- Pause as you read the first paragraph and model: *As I read, I can ask questions like: Why is going to the zoo an adventure? I will keep reading to see if my question is answered.*
- Then model how to use a reading strategy after reading the paragraph: *Now that I am done reading about Emma's trip to the zoo, I will think about a connection I made between Emma's trip and a time my class visited a farm. Now I understand why Emma is so excited about feeding an alpaca.*

**5 Talk Together** **Anthology** page 525

Read aloud the instructions on page 525. Have students whisper read the diary individually. Have them use self-stick notes to mark when they use a strategy and what strategy they used. Then have partners discuss how the strategies helped them comprehend the text. Circulate and monitor their conversations.

## Check &amp; Reteach

**OBJECTIVE:** Use Reading Strategies to Comprehend Text ✓

As partners discuss Emma's diary, monitor to make sure students can identify and use specific reading strategies from the list on page 524.

If students have difficulty choosing and using a strategy, reread each diary entry and pause to ask questions about a strategy students could use, for example:

- *What could you picture about Emma's trip to the zoo?* (Visualize)
- *Why couldn't Emma touch animals in the main zoo?* (Make Inferences)
- *When have you tested your **endurance** like Emma?* (Make Connections)

## Writing

**6 Write About Reading Strategies**

Introduce: *We are going to create a bookmark that lists all of the reading strategies that we can use before, during, and after we read. Then we'll write about how to use reading strategies to understand a text.*

Display **eVisual 8.22** and discuss strategies students have used successfully. Have students copy the sections to create their own bookmarks that they can use as a reference as they read.

## Use Reading Strategies

When do you use reading strategies? Good readers use strategies all the time! Get in the habit of using reading strategies before, during, and after you read. Here's how to read actively:

- Look through the text quickly. What is the text mostly about? Decide on your purpose, or reason, for reading.
- As you read, stop now and then to ask yourself: Does this make sense? Use a reading strategy to help you understand better.
- When you finish reading, stop and think. Decide what you gained from reading the text.

### Reading Strategies

- Plan and Monitor
- Ask Questions
- Make Inferences
- Determine Importance
- Make Connections
- Visualize
- Synthesize



### How to Use a Reading Strategy

1. Before you open a text, stop and think: What strategies can help me get ready to read?
2. During reading, think about what strategies can help you understand.
3. After reading, ask yourself: What strategies can I use to help me think about what I read?

Before I read, I will \_\_\_\_\_.

As I read, I can \_\_\_\_\_.

Now that I'm done, I think \_\_\_\_\_.

### Talk Together

Read Emma's diary entries about her trip. Tell a partner which reading strategies you used to help you understand the text.

### Diary

Thursday, July 15

Today we saw animals. First we **explored** the Children's Zoo on 64th Street. What an adventure! At the petting zoo I touched the tame pigs and a sheep. A woolly alpaca nibbled corn right out of my hand. It tickled!

Then we went to see the main zoo. All the animals there live in natural habitats—even the polar bears. I could see, but not touch. At the entrance we **discovered** a musical clock. Every hour and half-hour it plays nursery rhyme tunes.

Friday, July 16

Today we go home. This morning we took the ferry to see one last sight: the Statue of Liberty. I climbed all 354 steps up to Lady Liberty's crown. That really tested my **endurance**, but the view from the top was worth it.

To **prepare** for the long **journey** home, we stopped at a shop in the train station. Aunt Rita bought some magazines. I bought a book. Luckily, I had enough money. Trying to stay within the budget has been a real **challenge**, but I still have \$12.35 left over!



Anthology  
pages 524–525



## Reading Strategy Bookmark

Before	During	After
Plan and Monitor Make Connections	Plan and Monitor Ask Questions Make Inferences Determine Importance Make Connections Visualize	Determine Importance Make Connections Synthesize

[NGReach.com](http://NGReach.com) Bookmark: eVisual 8.22



**INTERACTIVE WHITEBOARD TIP:** Underline the strategy common to all columns.

Have students write a paragraph explaining how to use reading strategies before, during, and after reading. Add the paragraphs to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty writing sentences that explain how to use reading strategies.

**STRATEGY** Provide sentence frames, such as:

Before I read, I \_\_\_\_\_.

As I read, I \_\_\_\_\_.

When I am done reading, I \_\_\_\_\_.

These reading strategies help me to \_\_\_\_\_.

## WRAP-UP

Have students write a sentence using as many Key Words as possible. Invite volunteers to share their sentences with the class.

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✔ Determine Main Idea and Supporting Details
- ✔ Use Reading Strategies to Comprehend Text

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD2  
Track 22–23

## MATERIALS

timer • different types of maps

## Power Writing

Have students write as much as they can and as well as they can in one minute about the word *challenge*.

For *Writing Routine 1*, see page BP47.

## COMMON CORE STANDARDS

### Reading

Determine the Main Idea of Text and Explain How Details Support the Main Idea CC.3.Rinf.2

Use Text Features Read and Comprehend Informational Text CC.3.Rinf.5

Read with Fluency to Support Comprehension CC.3.Rfou.4

### Writing

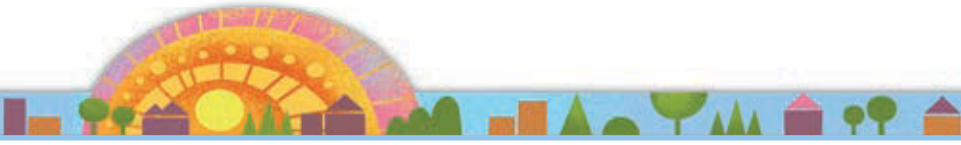
Write Over Shorter Time for Specific Tasks CC.3.W.10

### Speaking and Listening

Discuss Texts, Expressing Ideas Clearly CC.3.SL.1

### Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words CC.3.L.6



## WARM-UP

Ask: *What famous **journeys** have you read about or seen on television?* Have volunteers share their responses with the class.

## Vocabulary Practice

### 1 Expand Word Knowledge ✔

Students will practice Key Words by creating Word Maps. Use **Vocabulary Routine 2** to model how to make a Word Map for the word **challenge**.

- Write the word.
- Add a picture.
- Add a definition.
- Add an example.
- Add a non-example.

For *Vocabulary Routine 2*, see page BP35.

### Key Words

challenge · continent · destination · discover  
endurance · explore · globe · journey  
location · prepare

Assign a Key Word to each set of partners. After they complete their Word Maps, have them add the examples to **My Vocabulary Notebook**. Display the Word Maps in the classroom.

## Academic Talk

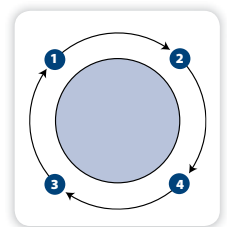
### 2 Preview and Predict

**REVIEW** Remind students: *One way to preview a text is to look at text features such as headings, photographs, captions, and maps. Thinking about the text features can help you predict what the text will be about.*

Display these Key Words: *challenge, continent, explore, globe*. Use a **Roundtable** to have students share their predictions about “One Man’s Goal.”

- Students preview text features such as photographs, subheadings, and maps on **Anthology** pages 526–537 independently.
- Small groups sit in groups of four.
- Each group member states what he or she thinks the man’s goals might be and what challenges he might face. Remind students to use Key Words in their predictions and to express their ideas clearly as they discuss the text.

For *Roundtable*, see page BP46.



Roundtable

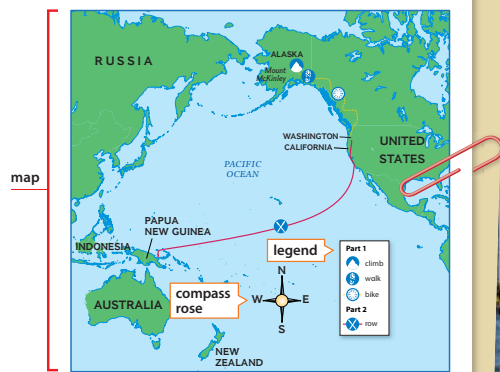
## Read a Human Interest Feature

### Genre

A **human interest feature** tells about a person's interesting experiences or adventures.

### Text Features

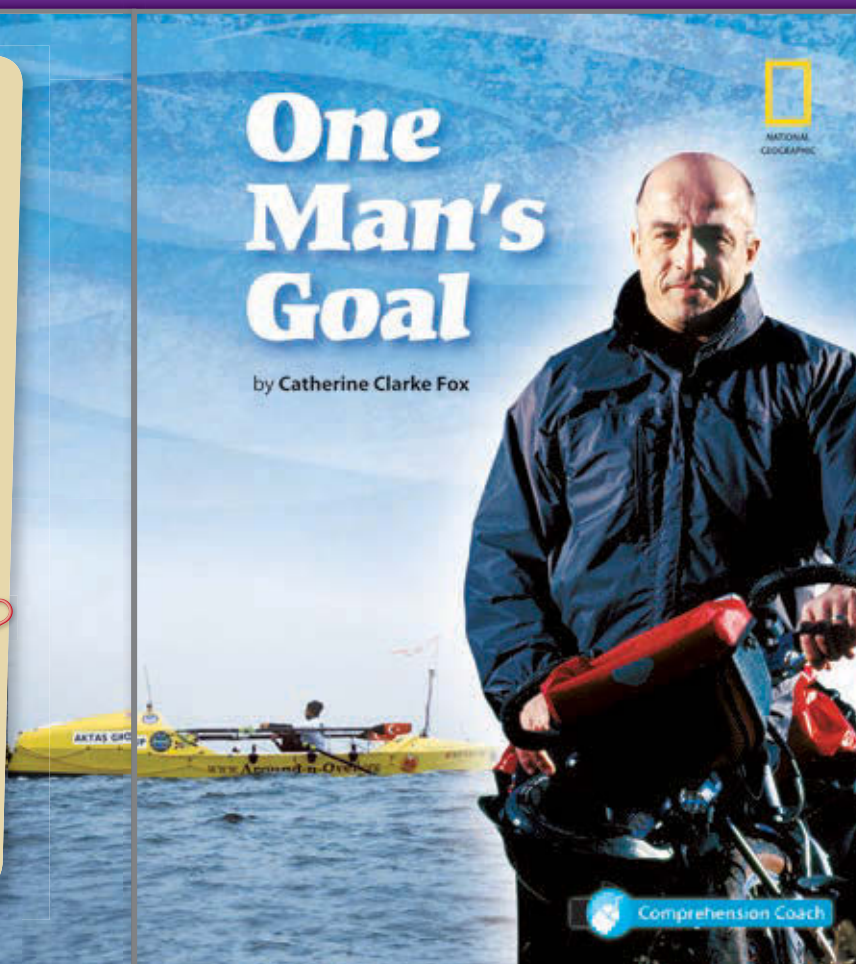
A **map** is a drawing that gives information about places. A **compass rose** shows the directions north, south, east, and west. A **legend** explains the pictures or symbols on a map.



526

# One Man's Goal

by Catherine Clarke Fox



### STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
pages 526–527

## Reading

### 3 Read a Human Interest Feature Anthology pages 526–527

**GENRE** Have a volunteer read aloud the definition of a human interest feature. Point out Erden Eruç in the photograph and explain that the feature is about the **challenges** he faced while trying to reach his goal.

**TEXT FEATURES** Read aloud the definitions of *map*, *compass rose*, and *legend*. Elaborate: *We can use maps to locate where real events happen.*

**SOCIAL STUDIES BACKGROUND** Say: *Imagine you are all alone on a small boat in an ocean. What tools would you need to survive? Why could it be dangerous to take a sea **journey** alone?*

Have students read pages 528–531. See **Differentiate**

## Differentiate

### BL Below Level

**Text-Talk Read Aloud**  
Use **Vocabulary Routine 5**. As you read the story aloud, provide a short explanation of each Key Word as you come to it in the text.

### OL On Level

**Read Together** Have partners whisper read the selection together. Use the questions to build comprehension.

### AL Above Level

**Read Independently**  
As students read silently, have them note main ideas and details and use the questions to build comprehension.

## Best Practices

**Use a Variety of Reading Strategies** Display a menu of reading strategies: Plan and Monitor, Ask Questions, Determine Importance, Make Inferences, Make Connections, Visualize, and Synthesize. As students read “One Man’s Goal,” encourage them to select reading strategies that will help them comprehend the text. For example, ask:

- *What details in the text can help you visualize Erden Eruç’s adventure?*
- *What questions do you have about Erden Eruç’s **journey** as you read the text? Where can you look for the answers?*
- *Do the events and ideas in the text remind you of something else? You can put the ideas together to make a connection.*
- *After reading the text, what conclusions can you draw about Erden Eruç?*



## Fluency

**Practice Phrasing, Accuracy, Rate** As students read, monitor their phrasing, accuracy, and rate.

## Mini Lesson

## Use Text Features

Review text features: *Nonfiction articles, like human interest features, often include text features, such as diagrams, maps, headings, photographs, and captions. These features can help you understand and find information in the text.* Project **Student eEdition** page 528. Work with students to point out and review the different text features on the page. (heading, photo, caption)

Review: *Some headings can help us identify main ideas and supporting details in the text.* Have a volunteer read aloud the heading “Around the World.” Then ask: *What is the most important idea in this section?* (Eruç’s goal was to travel around the world.) Have students point out details in the text that support that main idea. (Eruç planned to travel around the world using only his own energy. He planned to bike, walk, climb, and row)

Remind students that photographs and captions are text features that give more information about the text. Point out examples on pages 528–529. Explain: *The photos and captions give more information about the main idea in this section because they show ways that Eruç planned to travel.*

Have partners work together to identify text features on pages 530–531. (heading, photograph, caption, map) Then have them discuss what information the text features give about the text. Have partners answer the following questions during their discussion:

- *What is the main idea of this section? How do you know?*
- *What details in the text and text features support this main idea?*
- *How do the photograph and the caption relate to the text?*

Have partners share their responses with the class and discuss how the human interest feature would be different without these text features.

- 1** ▶ **Set a Purpose**  
**EL** Learn about the **challenges** a man faced during his amazing **journey**.

**Around the World**

Erden Eruç (air-den e-rooch) left California on July 10, 2007 in his 23-foot-long boat. He was rowing across the Pacific Ocean toward Australia. Birds, fish, and sharks were his only **company**.



Eruç rowed his boat across the Pacific Ocean toward Australia.

In Other Words  
**company** visitors

Crossing the Pacific was amazing, but that was only part of Eruç's **journey**. He was determined to go around the world—using his own **energy!** **2** **BL**

During his journey, Eruç wanted to climb the tallest **peaks** on six **continents** to **honor the memory of** a fellow climber. Eruç planned to bike, walk, climb, and row the world—without any motors to help him. **3**



bike



row



climb

In Other Words  
**energy** power  
**peaks** mountain tops  
**honor the memory of** help others remember

▶ **Before You Move On**

- Classify** How did Eruç plan to travel around the world? Name the different ways.
- Make Inferences** What kind of person is Eruç? What makes you think so?

**Anthology**  
 pages 528–529

**Read and Build Comprehension**

- Set a Purpose** Read aloud the purpose statement and discuss challenges Eruç probably faced on his journey.
- Plan and Monitor: Monitor and Clarify** ✓ *As you read, how can you make sure that you understand the text?* (Possible response: I read that Eruç would travel using his own energy. I ask myself: *How can a person travel using only his own energy?* I read the text and text features and find out that he can bike, walk, climb, and row.)
- Ask Questions** ✓ *What questions do you have about Eruç's journey based on what you have read so far?* (Possible response: Will Eruç be lonely?)

**Differentiate**

**EL English Learners**

**ISSUE** Students lack the language proficiency to discuss the purpose statement.

**STRATEGY** Have students review the text features such as photographs, headings, captions, labels, and maps. Ask: *How did the man travel? Where did he want to go? What would be a big challenge for him to face?*

**BL Below Level**

**ISSUE** Students have difficulty choosing a strategy to monitor their understanding.

**STRATEGY** Have students refer to the Reading Strategy Bookmarks they created on Day 1 for a menu of strategies they can use before, during, and after reading the text.

**Answers Before You Move On**

- Classify** Eruç planned to travel using only his own energy. He planned to walk, climb, bike, and row around the world.
- Make Inferences** Possible response: I read that Eruç planned to go around the world using his own energy. I know that you have to be brave to do that. And so, I think Eruç is a brave and adventurous person because he wanted to take a dangerous **journey** by himself.


**Daily Language Arts**
**Daily Spelling and Word Work** ✓

Practice page T519v

**Daily Grammar** ✓

Point to the verb *left* in the paragraph on **Anthology** page 528. Then use page T519x to teach more irregular past-tense verbs.

**Daily Writing Skills** ✓

Remind students that there are different ways to cite different kinds of sources. Then use page T519z for practice writing citations.

**Answers Before You Move On**

- 1. Sequence** Eruç left California after he climbed Mount McKinley.
- 2. Use Text Features** On the map, the mountain in a circle represents a mountain that Eruç climbed.

**Read and Build Comprehension**

- 1. Determine Main Idea and Supporting Details** ✓ *What is the most important idea on page 530?* (There were two parts to Eruç's adventure.) *Which details from the text and text features support the main idea?* (The text and the map show that in the first part of his adventure, Eruç biked from Washington to Alaska. In the second part, he rowed toward Australia)
- 2. Make Inferences** ✓ *Is Eruç physically healthy? How do you know?* (Possible response: I read that Eruç biked 5,546 miles, walked 67 miles, and climbed 20,320 feet. I know that you have to be physically fit and mentally strong to do those things. And so, I believe that Eruç is physically healthy.)
- 3. Make Connections** ✓ *Look at the photo on page 530 and reread the caption. What connection can you make to your own life?* (Possible response: The topic of the caption is that Eruç inspires kids with stories about his **journey**. This makes me think of exciting adventurers I have read about. Now I understand how excited the kids must feel to talk to Eruç and hear his exciting stories.)

**Check & Reteach****OBJECTIVE: Determine Main Idea and Supporting Details** ✓

Ask: *How can headings help us determine the main idea and supporting details of the text?* (They can give clues about the most important idea in the section.)

If students have difficulty, use the following prompts:

- *What is the heading of the section that begins on page 530?*
- *What do the details on pages 530–531 tell about the heading?*
- *Look at the heading and the details you found. What is the most important idea in this section?*

**OBJECTIVE: Use Reading Strategies to Comprehend Text** ✓

The comprehension questions have addressed a variety of reading strategies. Monitor students' responses to confirm they understand how to use each strategy correctly.

If students have difficulty choosing and using reading strategies, ask:

- *What strategies can you use to understand the text?*
- *What can you do if something doesn't make sense?*
- *Would it help to combine what you read with something else you have read or know about?*
- *What can you visualize as you read details from the text?*

Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

## 1 A Two-Part Adventure

For the first **leg** of his trip, Eruç bicycled 5,546 miles from Seattle, Washington, to Mount McKinley in Alaska and back. When he was in Alaska, he walked 67 miles to **base camp**. Then he climbed McKinley's peak, which is 20,320 feet high.

For the second part of his adventure, Eruç rowed toward Australia. **2**



▲ Eruç tells kids about his **journey** to inspire them to dream and try to reach their own goals. **3**

In Other Words  
**leg** part  
**base camp** the camp at the bottom of the mountain

530

Erden Eruç's Adventure



### ► Before You Move On

- 1. Sequence** Did Eruç leave California before or after he climbed Mount McKinley?
- 2. Use Text Features** Look at the map legend. Describe the symbol that stands for climbing.

531

Anthology  
pages 530–531

## Writing

### 4 Write Using Text Features

Introduce: *Today, you will draw and label a map of Eruç's journey from Seattle to Australia.* Point out the map on page 531. Review: *What shows the directions north, south, east, and west?* (a compass rose) *What explains the symbols used on a map?* (a legend) Explain that students should include these features on their maps.

Explain that students will use sentences to label their maps. Say: *The labels will tell how Eruç traveled during each leg of the journey.*

Have students create maps of Eruç's journey from Seattle to Australia. They should label key locations, create symbols for their legends, and use complete sentences as labels. Have students add their maps to their Weekly Writing Folders.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Students have difficulty writing complete sentences to use as labels for their map.

**STRATEGY** Provide a sentence frame such as: Eruç biked from \_\_\_\_\_ to \_\_\_\_\_.

### SN Special Needs

**ISSUE** Students have difficulty using information from the map and the text to write label sentences.

**STRATEGY** Provide students with a word bank to write their labels: *walked, biked, rowed, Alaska, Seattle, Washington, Mount McKinley, Australia.*

**WRAP-UP** Have students imagine they are writing a human interest feature for a magazine. Ask: *Who would you want to write about? Why?*



## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✔ Determine Main Idea and Supporting Details
- ✔ Use Reading Strategies to Comprehend Text

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 8

### TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2  
Tracks 23–24

My Vocabulary Notebook  
Comprehension Coach

## MATERIALS

timer • Word Maps from Day 3

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *endurance*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

Determine the Main Idea of Text and Explain How Details Support the Main Idea CC.3.Rinf.2

Use Text Features CC.3.Rinf.5

Read and Comprehend CC.3.Rinf.10

Informational Text CC.3.Rfou.4

Read with Fluency to Support Comprehension

Writing Write Over Shorter Time for Specific Audiences CC.3.W.10

Speaking and Listening Report on a Text CC.3.SL.4

Language and Vocabulary Acquire and Use General Academic and Domain-Specific Words CC.3.L.6

## WARM-UP

Have partners compare the lists they made for **Family Newsletter 8**. Ask for volunteers to share their comparisons with the class.

## Vocabulary Practice

### 1 Share Word Knowledge ✔

**REVIEW** Have students use the Word Maps they made on Day 3. Review what the Word Maps show.

### Key Words

challenge · continent · destination  
discover · endurance · explore  
globe · journey · location · prepare

Group each student with a partner who studied a different Key Word. Have partners follow **Vocabulary Routine 3**.

- Have partners take turns reading their Word Maps.
- Encourage partners to talk about how the pictures show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Have each student add the sentences to **My Vocabulary Notebook**.

For **Vocabulary Routine 3**, see page BP36.

## Academic Talk

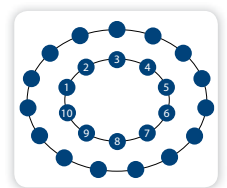
### 2 Summarize Reading

**REVIEW** Remind students: *A text has many details, but when we report on, or summarize, a text, remember to focus on the main idea and the most important details.* Explain that students will use Key Words as they report about the most important ideas they have read so far in “One Man’s Goal.”

Write these Key Words: *challenge, continent, endurance, journey.*

Use a **Fishbowl** to help students summarize.

- Arrange students into two concentric circles, facing each other.
- Have students on the inside summarize pages 528–529. Have students on the outside evaluate the summary to ensure it includes the main idea, the most important details, and Key Words. Have listeners provide feedback.
- Have students reverse their roles to report on the text on pages 530–531. Students on the inside evaluate the summary. Have listeners provide feedback.



Fishbowl

Remind students to speak clearly when summarizing the text and to use an appropriate pace for summarizing informational text.

For **Fishbowl**, see page BP45.

## Alone on the Ocean

Traveling alone wasn't easy. Eruç **faced some disappointments** and challenges.

For example, he had to row at least 10 hours a day, so he brought along a music player. He hoped to listen to music and books and study Spanish to pass the time. Unfortunately, there was a lot of **tropical rain**. So Eruç had to pack his player away to keep it safe and dry. **1**



Eruç rowed alone for many hours a day.

**In Other Words**  
**faced some disappointments** had difficult times  
**tropical rain** rain from hot, wet areas

532

## On the Way to Australia



Not only that, but wind and waves kept pushing him **westward**. He wanted to go south toward the Solomon Islands. Big ships have powerful engines, but Eruç's rowboat and arm-power were **no match for** the winds.

If his luck didn't change, he would have to change his plan. He would try to land at Papua New Guinea. And, that's what happened! Eruç finally reached Papua New Guinea in February 2009. **2 3 EL BL**

**In Other Words**  
**westward** to the west  
**no match for** not as strong as

### Before You Move On

- 1. Visualize** What do you hear, feel, and see in your mind as you read about Eruç's **journey**?
- 2. Use Text Features** Use the compass rose. What is south of Papua New Guinea?

533

## STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
pages 532–533

# Reading

## 3 Read and Build Comprehension

- 1 Determine Importance** ✓ *What is an idea you remember from page 532?* (Possible response: The section is about being alone on the ocean. I want to learn more about what this is like. When I read Eruç's story, I learn that crossing an ocean alone can be frustrating.)
- 2 Synthesize: Form Generalizations** ✓ *Based on what you read, what generalization can you make about crossing the ocean?* (Possible response: I read that Eruç listened to music. I know I always listen to music when I'm bored. I can generalize that music makes long **journeys** less boring.)
- 3 Determine Main Idea and Details** ✓ *What is the most important idea on pages 532–533?* (Possible response: Eruç faced many **challenges**.)

## Differentiate

### EL English Learners

**ISSUE** Students lack vocabulary to form a generalization.

**STRATEGY** Provide sentence frames: I read \_\_\_\_\_. I know \_\_\_\_\_. I think that most \_\_\_\_\_.

### BL Below Level

**ISSUE** Students have difficulty determining the main idea of a text.

**STRATEGY** Have students review the heading. Then ask: *What is the most important idea about the section?* (Possible response: It's a difficult **challenge** to be alone on the ocean.)

## Fluency

**Practice Phrasing, Accuracy, Rate** As students read, monitor their phrasing, accuracy, and rate.

## Answers Before You Move On

- 1. Visualize** ✓ Possible response: I read that there were strong winds and storms. I picture the boat tossing around on waves. I feel how lonely it was.
- 2. Use Text Features** According to the map, Australia is south of Papua New Guinea.

## A Home on the Waves

**Fortunately**, Eruç had a **snug**, dry little **cabin** to crawl into when the daily rowing was done. He used his little palm computer to connect to the Internet **by way of** a satellite phone.

"For fun, I do e-mails and phone calls, read, and write in my journal a lot," he says.

▼ satellite phone



▲ Eruç measures the water temperature with a special tool.

**In Other Words**  
**Fortunately**, It is a good thing that  
**snug** warm and comfortable  
**cabin** room  
**by way of** using

534

**Protein bars** gave him energy. He boiled water on a one-burner stove to prepare **freeze-dried** meals.

Using **solar panels**, he charged the batteries on his boat. Then he used an electric-powered machine to remove salt from the ocean water so he could drink it. But this only worked when the sun was shining. Because of the tropical rains, he often had to use a different machine with a handle he could pump by hand to remove salt from the water. **1 2**



▲ Eruç used a machine to make salty ocean water safe to drink.

one-burner stove ▶

**In Other Words**  
**Protein bars** Healthy snacks  
**freeze-dried** easy-to-make  
**solar panels** objects that collect heat from the sun and turn it into energy

### ▶ Before You Move On

- Classify** Eruç has many pieces of equipment on his boat. What are they?
- Generalize** Think about Eruç and other people who have adventures. How are they alike?

535

**Anthology**  
pages 534–535

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T519v

### Daily Grammar ✓

Point to the word *gave* in the first paragraph on **Anthology** page 535. Then use page T519x to review irregular past-tense verbs.

### Daily Writing Skills ✓

Remind students that writers always list their sources at the end of their reports. Then use page T519z to have students practice checking a Works Cited list.

## Read and Build Comprehension

- Synthesize: Draw Conclusions** ✓ *Based on what you read, what do you know about how Eruç's **prepared** for his **journey**?* (Possible response: I read that Eruç had a computer, a stove, and solar panels. I also read he had different foods. I can conclude that Eruç studied a lot about the tools and food he'd need while alone at sea.)
- Determine Main Idea and Details** ✓ *What is the main idea on pages 534–535?* (Eruç uses the cabin in his boat as a home on the ocean.) *What is one detail that supports this idea?* (He crawls into the cabin and fixes meals.)
- Visualize** ✓ *What do you see in your mind as you read page 536?* (Possible response: I read about Eruç seeing birds on his boat. I see birds perching on the boat. I feel calm because I know that those birds mean that land is near.)

## Check & Reteach

### OBJECTIVE: Determine Main Idea and Supporting Details ✓

Check that students correctly answered the questions about main idea and details.

If students have difficulty, ask: *What is the heading on page 534?* (A Home on the Waves) *What is the most important idea of the section?* (Eruç's boat is his home on the ocean.)

### OBJECTIVE: Use Reading Strategies to Comprehend Text ✓

Monitor students' responses to confirm they understand how to use each strategy.

If students have difficulty, refer to **Reading Strategy Assessment SG8.30–SG8.31** for specific questions to guide students through each strategy.

## Answers Before You Move On

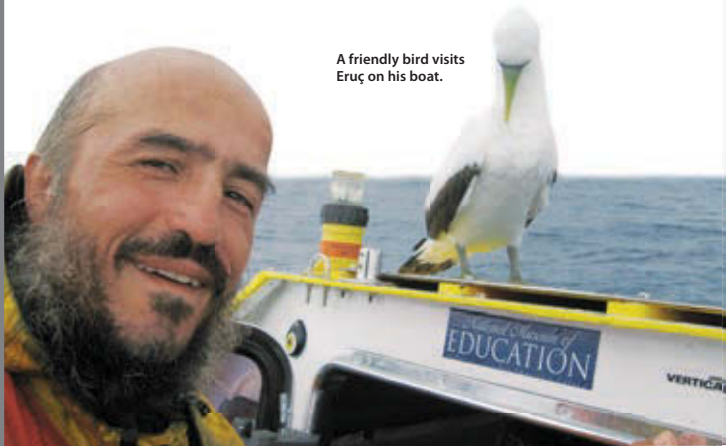
- Classify** Eruç has a palm computer, a satellite phone, and solar panels. He also has a one-burner stove and two machines for removing salt from water.
- Generalize** ✓ Possible response: I read that Eruç made many plans for his **journey**. I know that explorers **prepare** well. I think most people who **explore** spend a lot of time **preparing** for their **journey**.



### A Lot to Learn

Eruç was not **bothered** by the hard work or even by being blown in the wrong direction. He sees the world as a **laboratory** where there is much to learn.

For example, he has learned from the birds that visit him on his boat at sea. If he sees **frigatebirds or noddy terns**, he knows that an island can't be far. These birds always return to the shore at the end of the day. **3**



A friendly bird visits Eruç on his boat.

In Other Words  
**bothered** upset  
**laboratory** classroom  
**frigatebirds or noddy terns**  
certain kinds of sea birds

536



Eruç talks to a group of girl scouts in the Philippines about making goals in life.

### Sharing His Story

On his adventure, Eruç stopped from time to time to visit with people on land. He enjoyed meeting everyone—especially all the students. He shared his story with **dozens of** schools.

Even today, Eruç **encourages** all kids to **set their eyes on** a goal and not give up. Like his experience in the Pacific Ocean, it may be challenging.

"If you don't try, you don't (or won't) go anywhere," Eruç says.

"With goals, we will **make progress**. We will be farther along than when we started, even if we don't reach some goals.

That's called life!" ❖

In Other Words  
**dozens of** many  
**encourages** tells  
**set their eyes on** make  
**make progress** learn and grow

### Before You Move On

1. **Draw Conclusions** Eruç sees the world as a place to learn. What does this tell you about him?
2. **Main Idea** What does Eruç believe about goals?

537

Anthology  
pages 536–537

## Writing

### 4 Write a Diary Entry

Explain that students will write a diary entry that Eruç might have written during his trip. Display Emma's diary on **Student eEdition** page 525. Point out key features of a diary entry and explain: *When you write a diary entry, you are the audience. You can use informal language and your natural voice.*

As a class, brainstorm answers to the following questions: *When did Eruç travel? When did he reach his final destination? What challenges did he face?*

Have students write a one-paragraph diary entry from Eruç's point of view. Remind them to date the entry and to remember the audience as they write. Have students add their diary entries to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty organizing their writing.

**STRATEGY** Explain that students are writing about one day. Tell students to write about what happened in the morning, afternoon, and in the evening.

### EL English Learners

**ISSUE** Students lack the language proficiency to write a diary entry.

**STRATEGY** Have students brainstorm ideas in their native languages. Have volunteers translate key ideas into English and post them for reference.

### Answers Before You Move On

1. **Draw Conclusions** ✓ Possible response: I read that Eruç sees the world as a laboratory. I also read that he tells kids to "not give up." I connect the ideas and conclude that Eruç learns a lot about life from traveling and working to reach all his goals.
2. **Main Idea** ✓ Eruç believes that you cannot make progress in life if you do not have goals you are trying to reach.

## WRAP-UP

Ask: *Do you think Erden Eruç will make another journey? Why or why not?* Have students use Key Words to respond.



# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✓ Determine Main Idea and Supporting Details
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Test-Taking Strategy Practice PM8.21
- Main Idea Diagram: PM8.22
- Fluency Practice: PM8.23

### TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook
- Fluency CD 1 Track 16

## MATERIALS

chart paper • markers

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *prepare*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

- Determine the Main Idea of Text and Explain How Details Support the Main Idea CC.3.Rinf.2
- Relate Ideas CC.3.Rinf.3
- Read with Fluency to Support Comprehension CC.3.Rfou.4

### Writing

- Write Over Shorter Time for Specific Purposes CC.3.W.10

### Speaking and Listening

- Determine the Main Ideas and Supporting Details of Information Presented Visually and Quantitatively in Diverse Media CC.3.SL.2

### Language And Vocabulary

- Acquire and Use General Academic and Domain-Specific Words CC.3.L.6

## WARM-UP

Have students think about the tools Erden Eruç used to reach his goal. Ask: *What goals do you have? What tools will you need to achieve them?*

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Call students' attention to the Key Words on **Student eEdition** page 538. Then have students apply their knowledge of the Key Words to play a game called Picture It. Explain:

### Key Words

challenge · continent · destination  
discover · endurance · explore  
globe · journey · location · prepare

- *I will place you in small groups.*
- *Your group will choose a Key Word, but remember to keep it secret from the other groups.*
- *You will discuss your word, what kind of picture you can draw to show the meaning of the word, and who will draw the picture.*
- *I will call on one group. One member of the group will have 30 seconds to draw the picture.*
- *The other groups will talk quietly about the picture and write down their guess.*
- *Each team that guesses correctly gets a point. The first team to reach 5 points wins.*

For **More Vocabulary Routines**, see pages BP41–BP43.

Distribute chart paper and markers and have students play Picture It.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.



Key Words

challenge	explore
continent	globe
destination	journey
discover	location
endurance	prepare

### Talk About It

1. What part of this **human interest feature** did you enjoy the most?  
I enjoyed the part \_\_\_\_\_.
2. Pretend that Erden asks you about your goals. **Express intentions** about something that you want to do.  
I want to \_\_\_\_\_. I am going to \_\_\_\_\_.
3. Look at the map legend on page 531. How does it help you understand each part of the **journey**?  
The legend shows \_\_\_\_\_.

Learn test-taking strategies.  
NGReach.com

### Write About It

Write a letter to Erden Eruç. Tell him what you think about his adventure. End your letter by telling him about a place you would like to **explore**. Use **Key Words**.

\_\_\_\_\_, 20\_\_\_\_  
Dear Erden,  
I just read an article about your trip around the world. I think \_\_\_\_\_.



538

Anthology page 538



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Test page T519u

#### Daily Grammar ✓

Display the illustration on **Anthology** page 538 and say: *Eruç left California on July 10, 2007.* Point out that *left* is an irregular past-tense verb. Then use page T519x to review and assess irregular past-tense verbs.

#### Daily Writing Skills ✓

Explain that there are different ways to cite different kinds of sources. Then use page T519z to review and assess citing sources.

### Answers Talk About It

1. **Human Interest Feature** Possible response: I enjoyed the part about how Eruç lived in his boat during his **journey** across the ocean.
2. **Express Intentions** Possible response: I want to **explore** the world and **discover** new places. I am going to look for **challenges** and go on **journeys** to different **continents**.
3. **Use Text Features** The legend shows the parts of the **journey** when he rode his bike, when he walked, and when he rowed.

## Academic Talk

### 2 Talk About It Anthology page 538

Have partners use Key Words as they discuss the **Talk About It** questions. Prompt students to elaborate on their responses, particularly for question 2.

Explain that students should use the text on page 530 and the map on 531 to answer question 3. Prompt them to think about visual and quantitative details to answer the question: *What does the yellow line on the map show about how far Eruç biked?* (He biked 5,546 miles from Seattle to Mt. McKinley and back.)

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM8.21** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 538

Read aloud the directions on page 538 and point out the letter frame. Model using Key Words in sentences:

I think you have a lot of courage. I don't know how you can **endure** such a difficult **challenge**!

Have students add their letters to their Weekly Writing folders.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Test-Taking Strategy Practice

### Skip and Return to Questions

Read each question about "One Man's Goal." Choose the best answer.

#### Sample

1. What message is Eruç trying to teach students?
  - Never give up on your dreams.
  - Ⓐ Traveling can be dangerous.
  - Ⓑ Always take a music player with you.
2. What motivated Eruç to climb on six continents?
  - Ⓐ his love of high places
  - Ⓑ the daily challenges he faces
  - the memory of a hiker friend
3. Why did Eruç go to Papua New Guinea?
  - Ⓐ There was a mountain to climb there.
  - The wind and rain pushed him there.
  - Ⓑ He needed to fix his boat there.
4. What is one way Eruç did not travel?
  - Ⓐ by boat
  - by car
  - Ⓑ by bike

How did you use the test-taking strategy to answer the question?

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PM8.21

Unit 8 | Getting There

## Differentiate

### SN Special Needs

**ISSUE** Students cannot identify the main idea in the sea of text and images on the pages.

**STRATEGY** Have students cover different sections of the text, focusing on one text feature at a time. Discuss how the images and the text they read can help them identify the most important idea.

### EL English Learners

**ISSUE** Students lack sufficient vocabulary to express how details support the main idea.

**STRATEGY** State the main idea of a section of text. Have students point to details in the text that support the main idea. Help them identify words they can use in their diagrams and then generate sentences that tell what the supporting detail is.

### BL Below Level

**ISSUE** Students have difficulty identifying the main idea of a section.

**STRATEGY** Have students chorally read the section heading on page 534. (A Home on the Waves) Ask a volunteer to change the heading into a sentence. (Eruç makes a home on the waves.) Repeat the process for other section heads.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea Diagram**

**"One Man's Goal"**

Make a main idea diagram for different sections of "One Man's Goal."  
Sample answers:

Main Idea	Details
Eruç decided to go around the world.	He left California in a boat in 2007. He rowed across the Pacific Ocean to Australia.
He faced many challenges on his journey across the ocean.	Birds, fish, and sharks were his only company. He lived alone for a long time in a small space. He was bored and lonely on the ocean.
He learned a lot and likes to share what he learned.	Storms blew him away from his destination. He learned that some birds are signs that he is near land. He stopped to visit people along the way. He tells kids to never give up on their goals.

Use your main idea diagrams to summarize parts of the selection for a partner.

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## Comprehension

### 4 Main Idea and Details Anthology page 395

**REVIEW** Display **Student eEdition** page 539. Remind students that the main idea is the most important idea in the text and that the details support the main idea. Read aloud the instructions and the main idea diagram. Explain: *Each detail on the right tells more about the main idea.*

Model adding a detail to the main idea diagram: *The main idea is that Eruç decided to go around the world. A detail that supports the main idea is that he climbed Mount McKinley.*

Have partners complete **Practice Master PM8.22**. Note that students will need to attach more paper in order to create a different diagram for each section of text. Circulate and use the questions below to guide partners as they complete their diagrams.

- *What challenges did Eruç face on his journey?*
- *What has Eruç learned from his journey?*
- *What information has he shared with kids?*

Then have partners use their diagrams to summarize different sections of "One Man's Goal."

See **Differentiate**

## Check & Reteach

### OBJECTIVE: Determine Main Idea and Supporting Details

As partners summarize different sections of the selection, monitor to make sure that they correctly identify main ideas and supporting details.

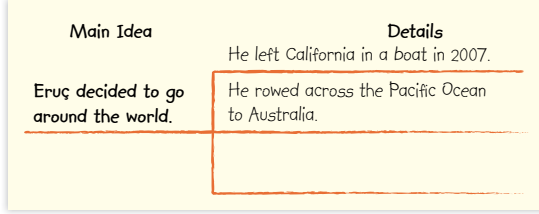
If students have difficulty, have them reread page 534–535. Prompt:

- *What information do you learn about on pages 534–535?* (Eruç had a cabin to crawl into; he boiled water on a stove, he used machines to remove salt from the water)
- *Those are details. Details give more information about the main idea. What important idea are those details mainly about?* (where and how Eruç lived while crossing the ocean)
- *What is the main idea of this section?* (Eruç's boat was his home on the ocean.)

## Main Idea and Details

Make a main idea diagram for different sections of "One Man's Goal." Base your main ideas on the section headings.

### Main Idea Diagram



Work with a partner. Use your diagrams to summarize different sections of "One Man's Goal." Use the sentence frames and **Key Words**. Record your summaries.

The main idea is \_\_\_\_\_.  
A detail that supports this is \_\_\_\_\_.

## Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with phrasing. Rate your reading.

### Talk Together

Look at the maps on pages 531 and 533. Pretend to be Erden. Tell a partner how the maps helped you achieve your goal. Use **Key Words**.

539

Anthology page 539

## 5 Fluency Anthology page 539

Have students read aloud the passage on **Practice Master PM8.23** or use the **Comprehension Coach** to practice fluency.



## Check & Reteach


**OBJECTIVE:** Read with Fluency 

Monitor students' oral reading.

If students need additional fluency practice, have them read along with the **Fluency Models**.

## 6 Talk Together Anthology page 539

Read aloud the instructions. Post the Key Words so that students can refer to them during their discussion. (Possible response: I used the maps to figure out how to reach my **destination**.) Ask partners to share their ideas with the class.



## WRAP-UP

Ask: *What part of "One Man's Goal" was the most interesting? Why?* Have volunteers share their responses with the class.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fluency Practice**

### "One Man's Goal"

Use this passage to practice reading with proper phrasing.

Crossing the Pacific was amazing, but that was only part of Eruç's journey. He was determined to go around the world—using his own energy!

During his journey, Eruç wanted to climb the tallest peaks on six continents to honor the memory of a fellow climber. Eruç planned to bike, walk, climb, and row the world—without any motors to help him.

12  
23  
25  
37  
50  
62

From "One Man's Goal," page 529

**Phrasing**

Rarely pauses while reading the text.       Frequently pauses at appropriate points in the text.

Occasionally pauses while reading the text.       Consistently pauses at all appropriate points in the text.

**Accuracy and Rate Formula**

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words correct per minute (wcpm)}}$$

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**PM8.23**      Unit 8 | Getting There



# Week 3 Research Project

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✓ Research Real People Accomplishing Hard Goals
- ✓ Cite Sources
- ✓ Speak Clearly and at an Understandable Pace

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Research Rubric: Assessment Master A8.39

### TECHNOLOGY ONLY

Project Checklist: eVisual 8.25

## MATERIALS

index cards • print and online encyclopedias, magazines, newspapers, and other reference books

## SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

## COMMON CORE STANDARDS

### Writing

Include Illustrations	CC.3.W.2.a
Conduct Research	CC.3.W.7
Recall Relevant Information, Gather Information, and Take Notes	CC.3.W.8

### Speaking and Listening

Report on a Topic	CC.3.SL.4
-------------------	-----------

## Research Reaching Goals

Display and read the prompt aloud.

Many people from around the world work hard to accomplish their goals. Choose a person who has accomplished a goal, and write a research report about this person. Include illustrations and other visuals in your report.

## Plan

### Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

**Role:** Researcher

**Audience:** Other students

**Form:** Research report

**REVIEW** Before students choose a person to research, ask them to think about people they have read or heard about who worked hard to accomplish their goals. Explain that they can begin by finding people from books, newspapers, magazines, or television programs. Once they have brainstormed several people, have them choose one that they want to research.

Model the process: *I know that Mount Everest is the tallest mountain in the world, and that climbing the mountain is probably very difficult. I read an article about Tom Whittaker, the first disabled person to climb Mount Everest. I think I'll research him.* Have students choose a person to research and complete the RAFT.

## Develop Research Questions

**REVIEW** Remind students: *Before you can begin your research, you need to write questions to guide your research.*

Ask students to write at least three specific questions on separate index cards.

What is Tom Whittaker's disability?

## Research

### Gather Information

Review using note cards. Students should write specific answers to each of their questions on the back of the corresponding card. They should also include the title, page number or URL, and publication place and date of the source where they find each piece of information. Explain that students will use the information on their cards to create a list of sources to be placed at the end of their report. Then have students write a heading for each card. In addition, have students look for photographs, audio clips, and other visuals to include in their reports.

See **Differentiate**

## Organize

### Arrange Information

**REVIEW** When students have completed their research, have them sort their notes and decide which information to include. Remind them that they can place related note cards in piles. The information in each pile can be turned into a paragraph in the report. Then display and read aloud **eVisual 8.25**.



### Project Checklist

- Make sure all of your research questions are answered.
- Draw pictures or find visuals that add information to the report.
- Cite each resource you used to write your paper.

[NGReach.com](http://NGReach.com) Project Checklist: eVisual 8.25



**INTERACTIVE WHITEBOARD TIP:** Underline important phrases as you read them.

## Draft Ideas

Have students create their research reports. Have them check the facts as they present them against the facts recorded on their note cards. Remind students that they will add a list of resources to the end of the report. This list will include all of the sources they have used in writing the report. Review the different citation styles for different types of sources. (See page T519y.) Remind students that their lists should be arranged in alphabetical order.



## Present

### Practice Speaking Skills

Before students present their research reports, model how to speak clearly and at an appropriate pace. Tell students to emphasize with both words and gestures how the person accomplished a difficult goal. In addition, encourage students to show the class the illustrations or other visual features they included in their report.

### Share with Others

Have students take turns presenting their research reports. Once each student finishes his or her report, allow time for the class to ask questions about the person, the goal the person accomplished, or what steps the person took to achieve the goal.

Use the **Research Rubric** to evaluate students' reports.



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice pages T519u- T519v

#### Daily Grammar ✓

Use T519w-T519x to have students practice using irregular past-tense verbs and subject-verb agreement.

#### Daily Writing Skills ✓

Use pages T519y-T519z to teach students to cite a variety of sources.

## Differentiate

### AL Above Level

**ISSUE** Students find numerous, similar sources.

**STRATEGY** Ask students to consider their research questions and compare against possible sources. Have them select one or two promising sources.

### BL Below Level

**ISSUE** Students have difficulty identifying useful resources about their person.

**STRATEGY** Have students circle topic words in their research questions and input the words into a web search engine. Then read and evaluate the descriptions of the Web sites for possible usefulness.

### Research Rubric

Unit 8, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> <li>• Student paper strongly meets the requirements of the research assignment, including both written and visual aspects.</li> <li>• Citation listings are accurate and follow the formatting guidelines presented in class. Citations in text are relevant to the material in the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place.</li> <li>• Speaker communicates with both words and gestures how the person accomplished his/her difficult goal.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Student paper mostly meets the requirements of the research assignment, including several written and visual aspects.</li> <li>• Citation lists are formatted correctly, but may be missing some pertinent information. Citations in text are mostly relevant, but may include some extraneous citations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place most of the time.</li> <li>• Speaker communicates in a satisfactory way, using both words and gestures, how the person accomplished his/her difficult goal.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Student paper somewhat meets the requirements of the research assignment, including some written and visual aspects.</li> <li>• Citations are missing relevant information or are not formatted correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place some of the time.</li> <li>• Speaker does not communicate with words and gestures in a satisfactory way about how the person accomplished his/her difficult goal.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Student paper does not meet the requirements of the research assignment. It does not include both written and visual aspects.</li> <li>• Citations contain obvious errors or are missing. Citations in the text or resource list do not follow format.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker does not speak clearly or at an appropriate place.</li> <li>• Speaker struggles to communicate verbally and nonverbally about how the person accomplished his/her difficult goal.</li> </ul>

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Grade 3 Assessment

A8.39

Unit 8 | Getting There

# Week 3 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Determine the Main Idea and Supporting Details
- ✓ Use Reading Strategies to Comprehend Text

### ASSESSMENTS

**Reading Comprehension Test** (Unit 8, Week 3)

Directions: Read the passage. Then answer the questions about the passage.

### Aimee Mullins

A woman named Aimee Mullins does not have legs below her knees, but this has not kept Aimee from doing the things she loves. Growing up, she learned to ski and play soccer and baseball. In college, she was on the school track team and took part in racing events.

Today, it's possible to make legs and arms for people who need them. These are called prostheses, and they are what Aimee uses for legs. Aimee's prosthetic legs are very light and springy. With them, Aimee can run very fast. Some people even think Aimee runs too fast. They are the runners who have to race against Aimee.

- What is the main idea of this passage?
  - Some people think that Aimee runs too fast.
  - Some people like Aimee's prosthetic legs.
  - Aimee's prosthetic legs allow her to do sports.
  - Aimee's prosthetic legs are worn below the knees.
- Which of these would make a good heading for the second paragraph?
  - Why Aimee Runs
  - Sports Aimee Plays
  - Aimee's Special Legs

Grade 3 Assessment AB.15 Unit 8 | Getting There

**Reading Comprehension Test** (Unit 8, Week 3)

Directions: Read the passage. Then answer the questions about the passage.

### Journey to the Bottom of the Ocean

If you swim to the bottom of a pool, your ears will start to feel strange. Something called water pressure is pushing against them. The deeper you go, the stronger the water pressure becomes.

This makes it hard for people to dive in very deep water. Using very small submarines, though, it's possible. In 2012, James Cameron got in a submarine less than four feet across on the middle. With it, he was able to dive nearly seven miles down into the deepest part of the ocean. Using the sub's special tools, Cameron managed to gather samples of plants and animals. Studying the samples will teach us more about life in the deepest place on Earth.

- What is the main idea of this passage?
  - Water pressure makes your ears feel strange.
  - Water pressure gets stronger the deeper you go.
  - Samples of sea life can be gathered during dives.
  - Small submarines allow people to dive in deep water.
- Which detail from the article supports the main idea?
  - James Cameron was able to dive nearly seven miles down.
  - Water pressure makes it hard to do deep dives.
  - The submarine was only four feet across.
  - Plants and animals live on the bottom of the ocean.

Grade 3 Assessment AB.16 Unit 8 | Getting There

**Reading Strategy Assessment** (Unit 8, Week 3)

Check the reading strategy the student used and all the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you read a passage?*  
*What strategy did you use to understand the passage?*  
*What do you do to understand better?*  
*What did you do?*

Plan and Monitor	Ask Questions	Main Inference
4 3 2 1	4 3 2 1	4 3 2 1
1. I plan to read the passage and monitor my understanding as I read.	1. I ask questions about the passage as I read.	1. I make inferences about the passage as I read.
2. I plan to read the passage and monitor my understanding as I read.	2. I ask questions about the passage as I read.	2. I make inferences about the passage as I read.
3. I plan to read the passage and monitor my understanding as I read.	3. I ask questions about the passage as I read.	3. I make inferences about the passage as I read.
4. I plan to read the passage and monitor my understanding as I read.	4. I ask questions about the passage as I read.	4. I make inferences about the passage as I read.

Grade 3 Assessment SG8.30 Unit 8 | Getting There

Reading Comprehension Test  
A8.15–A8.16

Reading Strategy Assessment  
SG8.30–SG8.31

#### Fluency

- ✓ Phrasing
- ✓ Accuracy and Rate

**Oral Reading Assessment** (Unit 8, Week 3)

Travis took a walk on the edge of her cell. It was the last basketball game of the season, and in the next three minutes her team could win it!

Although it was the final game, Travis hadn't played in it yet. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.

Travis had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach said. Travis even asked her dad to put up a basketball hoop above the garage door, so she could practice more at home.

Travis made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or five shots out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-point down pat.

The game was almost over. Travis's team was down two points when coach called a time-out. In the huddle, Coach looked Travis right in the eye and said, "Travis, it's yours!" Travis couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Travis passed her ball. Bounce, bounce, bounce, shoot! The shooting was in, and, no one heard the soft swish of the ball as it dropped perfectly through the net.

Grade 3 Assessment AB.1 Grade 3 | Getting There

**Oral Reading Assessment** (Unit 8, Week 3)

Accuracy	Fluency	Comprehension
100%	100%	100%
90%	90%	90%
80%	80%	80%
70%	70%	70%
60%	60%	60%
50%	50%	50%
40%	40%	40%
30%	30%	30%
20%	20%	20%
10%	10%	10%
0%	0%	0%

Grade 3 Assessment AB.2 Unit 8 | Getting There

**Oral Reading Assessment** (Unit 8, Week 3)

Code	4	3	2	1
1. Fluency				
2. Accuracy				
3. Comprehension				

Grade 3 Assessment AB.3 Unit 8 | Getting There

Oral Reading Assessment  
A8.1–A8.3

Use these passages throughout Unit 8. Work with Above Level students this week.

#### Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with Syllable Types: *a-, -le, -y*
- ✓ Use Commonly Misspelled Words Correctly

**Vocabulary Test** (Unit 8, Week 3)

Directions: Choose the answer that completes the sentence correctly.

- This is a \_\_\_\_\_ of a mountain.
  - summit
  - method
  - globe
  - tale
- This is a \_\_\_\_\_ of a city.
  - continent
  - volcano
  - form
  - vine
- The ship's \_\_\_\_\_ is North America.
  - advertisement
  - characteristic
  - destination
  - storyteller
- They are going on a \_\_\_\_\_ on the map.
  - region
  - journey
  - conservation
- She points to our \_\_\_\_\_ on the map.
  - form
  - power
  - tsunami
  - location

Grade 3 Assessment AB.17 Unit 8 | Getting There

**Vocabulary Test** (Unit 8, Week 3)

- \_\_\_\_\_ is something that is hard to do.
  - challenge
  - mixture
  - show
  - tale
- When you \_\_\_\_\_ something, you get ready for it.
  - prepare
  - vary
  - mix
- When you \_\_\_\_\_ something, you find it or learn about it.
  - warn
  - serve
  - express
  - discover
- When you have \_\_\_\_\_ you have the strength to keep doing something.
  - rhythm
  - magma
  - endurance
  - heritage

Grade 3 Assessment AB.18 Unit 8 | Getting There

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with syllable types *a-, -le, -y*

- about A mile equals **about** 1.6 kilometers.
- above Early explorers used the stars **above** them to know where they were.
- again Tell me **again** how to use this tool, because I didn't understand you the first time.
- anybody Does **anybody** know how to turn on this GPS?
- apart The start and finish lines are 100 meters **apart**.
- around A tiny road goes **around** the city and through it.
- avoid My friend thinks she's **bravely** because she always gets an A in geography.
- bravely My friend thinks she's **bravely** because she always gets an A in geography.
- bravely The spy's belt  **buckle** had a tiny compass.
- bumpy The  **bumpy** road, full of rocks, was not on the map.
- chuckle Dad's  **chuckle** was not quite a laugh as he watched me try to read the fishing map.
- cocky Will not  **cocky** as he confidently led his team through the treacherous forest.
- crafty The  **crafty** pirate had hiding places everywhere along the coast, so he never got caught.
- fuckle You are being  **fuckle** when you change your mind all the time about the best way to go.
- heckle "Don't  **heckle** me with your annoying questions," the captain said to his crew.

Watch-Out Words

- way Using a GPS is a great way to know where you are.
- weigh A GPS with a larger display is going to  **weigh** more.
- steal Her GPS is so cool, someone might try to  **steal** it.
- steel It is plastic GPS lighter than one made of  **steel**!

Vocabulary Test  
A8.17–A8.18

Spelling Pretest/Spelling Test  
T519u

#### Grammar and Writing

- ✓ Use Irregular Past-Tense Verbs
- ✓ Use Subject-Verb Agreement
- ✓ Cite Sources

**Writing, Revising, and Editing Test** (Unit 8, Week 3)

Directions: Read the paragraph. Then answer the questions.

My cousin \_\_\_\_\_ a great last writer. They wanted to learn to rock climb. There are classes in rock climbing at the community gym. Before my cousin \_\_\_\_\_ their classes, they \_\_\_\_\_ the books they would need, such as ropes and special shoes. After my cousin finished their classes, they \_\_\_\_\_ a climb on a real outdoor cliff!

- Choose the answer that goes in Blank 1.
  - had
  - based
  - haved
- Choose the answer that goes in Blank 2.
  - began
  - beganed
  - done
  - beginned
- Choose the answer that goes in Blank 3.
  - bojed
  - boyed
  - bojed
  - bojed
- Choose the answer that goes in Blank 4.
  - doed
  - done
  - did

Grade 3 Assessment AB.19 Unit 8 | Getting There

**Writing, Revising, and Editing Test** (Unit 8, Week 3)

Look at this article from the Internet. Imagine that you will use this article as a source for a report you are writing. Write down all the information you will need to cite this source correctly.

**Sailing Today**

Steve and Gina Atian and their son Peter are like any other family. The only difference is that they have been living on a sailboat for the past six months. The Atians set sail from Portland, Maine, in spring. They will reach their destination of Fort Lauderdale, Florida, shortly.

The Atians believe the trip is giving their son a great education about early United States history. "I have school here," Gina Atian explains. "We learn about important historical events and can visit the places where they happened."

Grade 3 Assessment AB.20 Unit 8 | Getting There

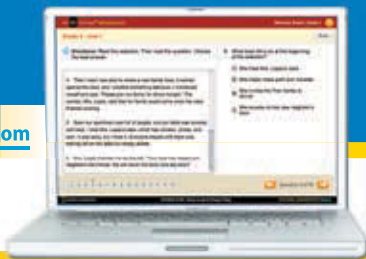
**Research Rubric** (Unit 8, Week 3)

Score	Content	Spelling/Editing
4	1. Includes specific details from the report. 2. Includes the author's name and the date of the report. 3. Includes the title of the report and the source of the information.	1. Spelling and editing are correct throughout the report. 2. All words are spelled correctly. 3. All punctuation is used correctly.
3	1. Includes specific details from the report. 2. Includes the author's name and the date of the report. 3. Includes the title of the report and the source of the information.	1. Spelling and editing are correct throughout the report. 2. All words are spelled correctly. 3. All punctuation is used correctly.
2	1. Includes specific details from the report. 2. Includes the author's name and the date of the report. 3. Includes the title of the report and the source of the information.	1. Spelling and editing are correct throughout the report. 2. All words are spelled correctly. 3. All punctuation is used correctly.
1	1. Includes specific details from the report. 2. Includes the author's name and the date of the report. 3. Includes the title of the report and the source of the information.	1. Spelling and editing are correct throughout the report. 2. All words are spelled correctly. 3. All punctuation is used correctly.

Grade 3 Assessment AB.39 Unit 8 | Getting There

Writing, Revising, and Editing Test  
A8.19–A8.20

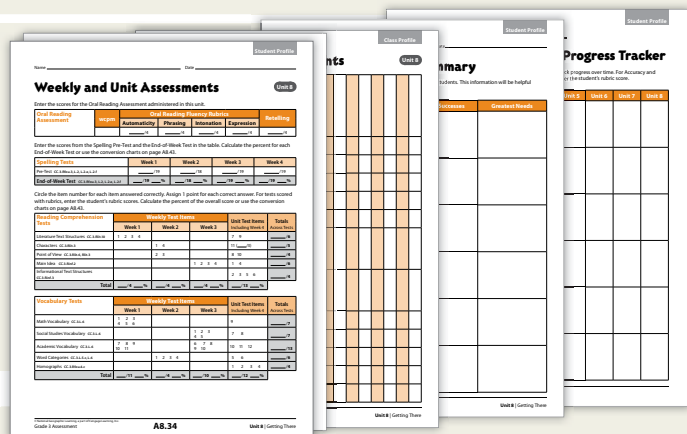
Writing Rubric  
A8.39



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A8.34–A8.35
- Class Profile:** Weekly and Unit Assessments A8.36
- Student Profile:** Strengths and Needs Summary A8.37
- Student Profile:** Oral Reading Assessment A1.3
- Progress Tracker**

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Main Idea and Details:** Reteaching Master RT8.8

**Choose Reading Strategies:** Reteaching Master RT8.9

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)

### Fluency

#### RETEACH

**Fluency Routines,** page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile:** Weekly and Unit Tests
- Class Profile:** Weekly and Unit Tests
- Standards Summary Report**

### Vocabulary and Spelling

#### RETEACH

**Vocabulary Routine 6,** page BP40

**Spelling and Word Work Routine,** page BP52

#### ADDITIONAL PRACTICE

**Vocabulary Games** [NGReach.com](http://NGReach.com)

**Daily Spelling Practice,** pages T519u–T519v

### Grammar and Writing

#### RETEACH

**Verbs:** Anthology Handbook, pages 592, 595

**Writing:** Reteaching Writing Routine, page BP51

#### ADDITIONAL PRACTICE

**More Grammar Practice** PM8.24

**Daily Writing Skills Practice,** pages T519y–T519z



# Week 4 Planner

Online Lesson Planner  
NGReach.com

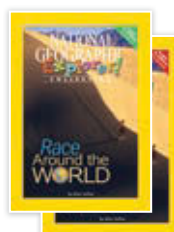


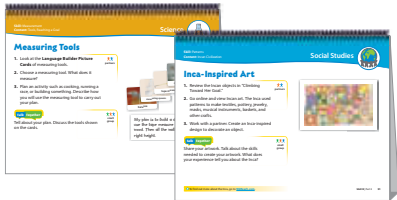
☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Academic Talk</b> CC.3.SL.1; CC.3.L.6 Discuss the Big Question T539q	<b>Academic Talk</b> CC.3.Rinf.7; CC.3.SL.1 Preview and Predict T540c
	<b>Language and Vocabulary</b> 🕒 15–25 minutes	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.Rfou.3.a; ☑ Pretest: Words with Multiple Syllables and Commonly Misspelled Words T539k CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e	<b>Daily Spelling and Word Work</b> CC.3.Rfou.3; CC.3.Rfou.3.a; ☑ Practice T539k CC.3.L.2; CC.3.L.2.d
	<b>Reading</b> 🕒 20–40 minutes	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.a ☑ Future-Tense Verbs T539m	<b>Daily Grammar</b> CC.3.L.1; CC.3.L.1.e ☑ Future Tense T539m
	<b>Writing</b> 🕒 15–45 minutes	<b>Vocabulary Strategy</b> CC.3.Rfou.4.c ☑ Homographs T539q	<b>Vocabulary Strategy</b> CC.3.Rfou.4.c; CC.3.L.4.d ☑ More Homographs T540c
	<b>Reading</b> CC.3.Rinf.3 Read Aloud: Profile T540a	<b>Reading</b> CC.3.Rinf.7; CC.3.Rinf.10; CC.3.Rfou.4.a Read a Profile T541–T542–543	<b>Reading</b> CC.3.Rinf.7; CC.3.Rinf.10; CC.3.Rfou.4.a Read a Profile T541–T542–543
	<b>Comprehension</b> CC.3.Rinf.3 ☑ Identify Cause and Effect T540a	<b>Comprehension</b> CC.3.Rinf.10 ☑ Cause and Effect T542–543 ☑ Reading Strategies T541, T542–543	<b>Comprehension</b> CC.3.Rinf.10 ☑ Cause and Effect T542–543 ☑ Reading Strategies T541, T542–543
	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Model Expression T540a	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression, Accuracy, and Rate T541	<b>Fluency</b> CC.3.Rfou.4; CC.3.Rfou.4.b ☑ Practice Expression, Accuracy, and Rate T541
	<b>Power Writing</b> T539q CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.d ☑ Write a Conclusion T539o	<b>Power Writing</b> T540c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.d ☑ Write a Conclusion T539o	<b>Power Writing</b> T540c CC.3.W.10 <b>Daily Writing Skills</b> CC.3.W.3.d ☑ Write a Conclusion T539o
	<b>Writing</b> CC.3.W.10 Write About Causes and Effects T540b	<b>Writing</b> CC.3.W.10 Write a Cause-and-Effect Paragraph T544–545	<b>Writing</b> CC.3.W.10 Write a Cause-and-Effect Paragraph T544–545
	<b>Writing Project: Story</b> CC.3.W.3; CC.3.W.3.a; CC.3.W.5; CC.3.W.10 Study a Model T548	<b>Writing Project: Story</b> CC.3.W.3; CC.3.W.3.a; CC.3.W.5; CC.3.W.10 Prewrite T548–T549	<b>Writing Project: Story</b> CC.3.W.3; CC.3.W.3.a; CC.3.W.5; CC.3.W.10 Prewrite T548–T549



<b>SMALL GROUP READING TIME</b>		Read Social Studies Articles	Read Nonfiction Books
<b>Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.3.L.6 Learn Social Studies Vocabulary SG22–SG23	<b>Vocabulary</b> CC.3.L.6 Learn Story Words SG24–SG25
		<b>Reading</b> CC.3.Rinf.7; CC.3.Rinf.10 Use Visuals to Comprehend Text SG22 Build Comprehension SG23	<b>Reading</b> CC.3.Rinf.10 Introduce SG24–SG25 Read and Integrate Ideas SG24–SG25 ☑ Identify Cause and Effect SG26–SG27 Use Reading Strategies SG26–SG27



<b>LEARNING STATION TIME/DAILY PHONICS INTERVENTION</b>		
<b>Nonfiction</b>	🕒 20 minutes	<b>Speaking and Listening</b> T539g CC.3.SL.1; CC.3.SL.2 <b>Language and Vocabulary</b> T539g CC.3.L.6 <b>Writing</b> T539g CC.3.W.10 <b>Cross-Curricular</b> T539h CC.3.Rinf.10; CC.3.SL.4; CC.3.SL.5 <b>Reading and Intervention</b> T539h CC.3.Rinf.10; CC.3.Rfou.3 <b>Daily Phonics Intervention</b> T539i–T539j CC.3.Rfou.3.c; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f
		

**Big Question** What tools can we use to achieve our goals?

**Day 3**

**Read and Comprehend**

**Academic Talk** CC.3.SL.1  
Talk Together T546

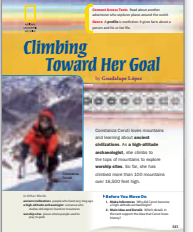
**Daily Spelling and Word Work** CC.3.Rfou.3.c; CC.3.L.2.e  
✓ Practice T539l

**Daily Grammar** CC.3.L.1; CC.3.L.1.e  
✓ Review Future Tense T539n, T546a

**Vocabulary Review** CC.3.L.6  
Review Social Studies and Academic Vocabulary T545a

**Reading** CC.3.Rinf.3; CC.3.Rinf.9  
Reread a Profile T545a–T546

**Comprehension** CC.3.Rinf.3; CC.3.Rinf.9  
Compare Causes T545a



**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
✓ Practice Expression T546

**Power Writing** T545a CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.d  
✓ Write a Conclusion T539p

**Writing** CC.3.L.1; CC.3.L.3  
Write to Reinforce Grammar T547

**Writing Project: Story** CC.3.W.3; CC.3.W.3.a; CC.3.W.5; CC.3.W.10  
Draft T549

**Day 4**

**Read and Comprehend**

**Academic Talk** CC.3.SL.4  
Report on a Topic T547d

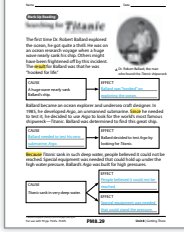
**Daily Spelling and Word Work** CC.3.L.2  
✓ Practice T539l

**Daily Grammar** CC.3.W.5; CC.3.L.1; CC.3.L.1.e  
✓ Grammar and Writing T539n

**Vocabulary Practice** CC.3.Rfou.4.c  
✓ Homographs T547c

**Reading** CC.3.Rinf.3; CC.3.Rinf.10; CC.3.Rfou.4.a  
Read an Informational Article T547a

**Comprehension** CC.3.Rinf.3; CC.3.Rinf.10; CC.3.Rfou.4.a  
✓ Cause and Effect T547a



**Fluency** CC.3.Rfou.4; CC.3.Rfou.4.b  
✓ Model and Practice Expression T547b

**Power Writing** T547c CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.d  
✓ Write a Conclusion T539p

**Writing** CC.3.W.1; CC.3.W.10  
Write and Support an Opinion T547d

**Writing Project: Story** CC.3.W.3; CC.3.W.3.a; CC.3.W.5; CC.3.W.10; CC.3.L.1; CC.3.L.1.d; CC.3.L.1.e  
Revise/Edit and Proofread T550

**Day 5**

**Review and Apply**

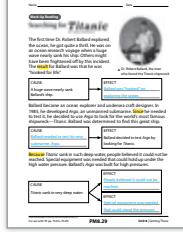
**Academic Talk** CC.3.SL.1.a  
Relate Readings to the Big Question T547h

**Daily Grammar** CC.3.L.1; CC.3.L.1.a; CC.3.L.1.e  
✓ Review T539n

**Vocabulary Practice** CC.3.Rfou.4.c  
✓ Homographs T547e

**Reading** CC.3.Rinf.6; CC.3.Rinf.10  
Reread an Informational Article T547f

**Comprehension** CC.3.Rinf.6; CC.3.Rinf.10  
Determine Viewpoint T547f  
Compare Viewpoints T547g



**Power Writing** T547e CC.3.W.10  
**Daily Writing Skills** CC.3.W.3.d  
✓ Write a Conclusion T539p

**Writing** CC.3.W.10  
✓ Write About Viewpoint T547g

**Writing Project: Story** CC.3.SL.5  
Publish T551


**Read Nonfiction Books**

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.3.Rinf.10  
Read and Integrate Ideas SG26–SG27

✓ Identify Cause and Effect SG26–SG27

Use Reading Strategies SG26–SG27




**Read Nonfiction Books**

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.3.Rinf.10  
Read and Integrate Ideas SG26–SG27

✓ Identify Cause and Effect SG26–SG27

Use Reading Strategies SG26–SG27


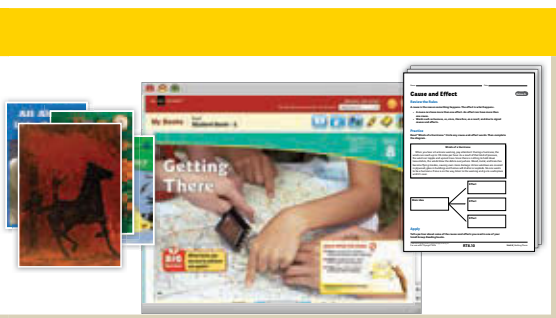


**Read Nonfiction Books**

**Vocabulary** CC.3.L.6  
Expand Vocabulary Through Wide Reading SG26–SG27

**Reading** CC.3.Rinf.10  
Connect Across Texts SG27

**Writing** CC.3.W.2  
Choose a Writing Option SG27

ASSESSMENT & RETEACHING

**Assessment and Reteaching** T551a–T551b

✓ Reading Comprehension Test A8.21–A8.26 CC.3.Rinf.3

✓ Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10

✓ Oral Reading Assessment A8.1–A8.3 CC.3.Rfou.4

✓ Vocabulary Test A8.27–A8.29 CC.3.Rfou.4.c

✓ Spelling Test: Words with Multiple Syllables and Commonly Misspelled Words T539k CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.e

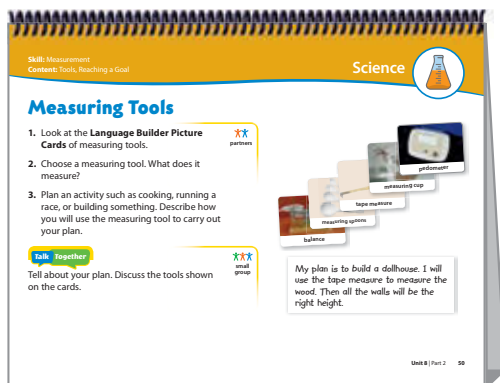
✓ Writing, Revising, and Editing Test A8.30–A8.33 CC.3.W.5; CC.3.L.1.e

Reteaching Masters RT8.10–RT8.12

# Week 4 Learning Stations

## Speaking and Listening

### Option 1: Measuring Tools



**Measuring Tools**

- Look at the Language Builder Picture Cards of measuring tools.
- Choose a measuring tool. What does it measure?
- Plan an activity such as cooking, running a race, or building something. Describe how you will use the measuring tool to carry out your plan.

**Talk Together**  
Tell about your plan. Discuss the tools shown on the cards.

My plan is to build a dollhouse. I will use the tape measure to measure the wood. Then all the walls will be the right height.

### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 50**

**Digital Library: Language Builder Picture Cards D100–D104**

**Teacher's Guide on [NGReach.com](https://www.ngreach.com)**

*yardstick or ruler*

Determine the Main Ideas and Supporting Details of Information Presented Visually in Diverse Media **CC.3.SL.2**

### Option 2: Machu Picchu



**NGReach.com Student Resources**

Have students watch and discuss a video about Machu Picchu. To watch the video, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Machu Picchu.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly **CC.3.SL.1**

## Language and Vocabulary

### Key Words

challenge · continent · destination  
discover · endurance · explore · globe  
journey · location · prepare

### Option 1: Vocabulary Games



**NGReach.com Online Vocabulary Games**

Acquire and Use Conversational, General Academic, and Domain-Specific Words **CC.3.L.6**

### Option 2: My Vocabulary Notebook



**NGReach.com My Vocabulary Notebook**

Have students expand their word knowledge. Under Add More Information > Use This Word > Write a Sentence, have students use the vocabulary word to write a sentence about using tools to achieve a goal.

Acquire and Use Conversational, General Academic, and Domain-Specific Words **CC.3.L.6**

## Writing

### Option 1: Write a Cartoon



**NGReach.com Student Resources**

Students write dialogue for an online cartoon.

- To view the cartoon, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Cartoon Factory.
- After completing the cartoons, students can print them to share with the class.

Write Over Shorter Time for Specific Tasks **CC.3.W.10**

### Option 2: Write About Archaeology



**NGReach.com Student Resources**

Students write a paragraph describing a photo of an ancient place.

- To view the photos, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Ancient Egypt.
- Encourage students to also read the photo captions if they are having trouble choosing a photo.

Write Over Shorter Time for Specific Tasks **CC.3.W.10**



## Cross-Curricular

### Option 1: Inca-Inspired Art



**Social Studies**

**Inca-Inspired Art**

1. Review the Incan objects in "Climbing Toward Her Goal."
2. Go online and view Incan art. The Inca used patterns to make textiles, pottery, jewelry, masks, musical instruments, baskets, and other crafts.
3. Work with a partner. Create an Inca-inspired design to decorate an object.

**Talk Together**  
Share your artwork. Talk about the skills needed to create your artwork. What does your experience tell you about the Inca?

UNIT 8 | Part 2 | 51

#### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 51**

**Student Resources Directory**

**Teacher's Guide on [NGReach.com](https://www.ngreach.com)**

*drawing paper • colored markers*

Recount an Experience	CC.3.SL.4
Add Visual Displays	CC.3.SL.5

### Option 2: Make a Topographical Map



**NGReach.com Student Resources**

#### MATERIALS

*clay • piece of cardboard or tile • dental floss • ruler • two toothpicks*

Students read online instructions and build a topographical map. To read the instructions, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Build a Map.

Read and Comprehend Informational Text	CC.3.Rinf.10
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## Reading

### Option 1: Read About Peru



**NGReach.com Student Resources**

Students read online facts about Peru and create a fact sheet based on what they read. To read the online article, have students go to Resources > Unit 8 > Learning Stations > Week 4 > Peru Facts.

Read and Comprehend Informational Text	CC.3.Rinf.10
--	--------------

### Option 2: Additional Reading



#### PROGRAM RESOURCES

**Week 4 Small Group Reading Titles, page SG24**

**Independent Reading Recommended Books, page SG68**

**Leveled Book Finder**

Have students choose a book they haven't read before from the Week 4 **Small Group Reading** titles, the Independent Reading Recommended Books, or the Leveled Book Finder. After reading, have students write a sentence about something new they learned. Students may also wish to take books home for additional reading.

Read and Comprehend Informational Text	CC.3.Rinf.10
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## Intervention

### Phonics Games



**NGReach.com Online Phonics Games**

Apply Phonics and Word Analysis Skills	CC.3.Rfou.3
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For **Reteaching Masters**, see pages RT8.10–RT8.12.

#### Additional Resources

### ESL Kit



ESL Teacher's Edition pages T540a–T553



# Week 4 Daily Phonics Intervention

## OBJECTIVES

**Thematic Connection: Tools and Navigation**

**Build Reading Fluency; Develop Phonological Awareness: Segment Words**  
**Recognize High Frequency Words; Identify Syllable Types (vowel-silent e)**

**Divide Words into Syllables**  
**Decode Multisyllabic Words (2 and 3 syllables)**

Teach

Day 1



### PROGRAM RESOURCES

Word Builder: Transparencies 90, 91

Reach into Phonics

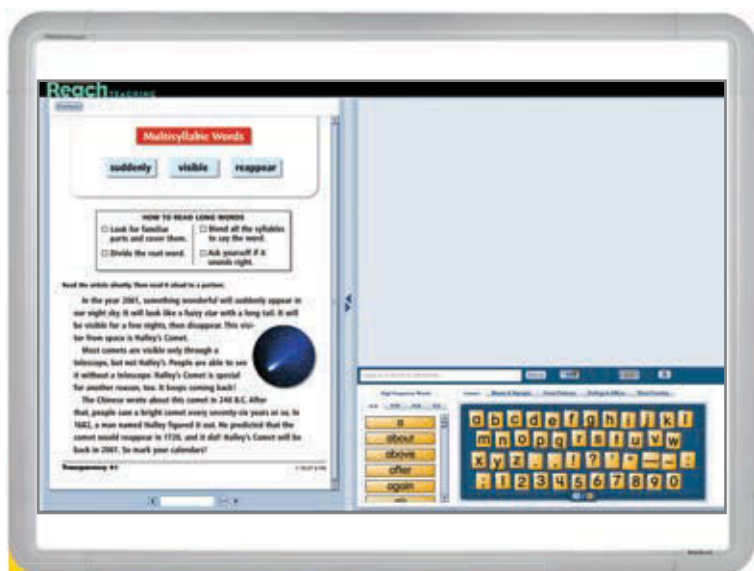
Lesson 122, pages T204–T205

## Types of Syllables

Follow Lesson 122 to decode and read multisyllabic words. Guide students through **Transparencies 90** and **91**.



NGReach.com Word Builder: Transparencies 90



NGReach.com Word Builder: Transparencies 91

Practice

Day 2



### PROGRAM RESOURCES

Decodable Reader: *Meteor Shower*,  
Practice Book, page 199

Reach into Phonics

Lesson 123, pages T206–T208

## Build Reading Fluency

Use **Reading Routine 3** to guide students as they read Decodable text. Provide students with the **Decodable Reader**, *Meteor Shower*. Then follow Lesson 123.

For **Reading Routine 3**, see *Reach into Phonics* page ix.





## COMMON CORE STANDARDS

Decode Words with Common Latin Suffixes	CC.3.Rfou.3.b
Decode Multisyllabic Words	CC.3.Rfou.3.c
Read Grade-Appropriate Irregularly-Spelled Words	CC.3.Rfou.3.d

Use Conventional Spelling	CC.3.L.2.e
Use Spelling Patterns and Generalizations	CC.3.L.2.f

## Missing Syllables

Day 3



Option 1

### MATERIALS

index cards, 12 per student

### Prepare

- Have partners collaborate to write six multisyllabic words, each on a separate card. Tell students to underline each syllable.
- Have students write a short phrase or sentence containing the word on the back of each card, leaving a blank in place of one of the syllables. Display examples: It happened so sud \_\_\_\_ ly; The view is fantas \_\_\_\_ ; Let's cele \_\_\_\_ with a party; Look care \_\_\_\_ ly.
- Then have each partner complete the remaining cards individually.

### Play a Game

- Partners exchange cards and add the missing syllables.
- When both partners are finished, students take turns holding up cards and reading phrases to each other.

## Word Basketball

Day 3



Option 2

### MATERIALS

masking tape • index cards, 12 per group • beanbags • baskets, one per group

### Prepare

- Arrange two pairs of students in a group of four.
- Have partners place the basket on the floor. Then, have them mark a box with masking tape around the basket, and then a 3-Point line. Players must shoot from outside the marked box.
- Have pairs write each word from the word box on a separate card. Place the cards face down in a pile.

appear	visible	wintery	formerly	silently	hopelessly
disappear	invisible	eleven	surprising	forgetful	complete

### Play a Game

- One player from Pair 1 picks up a card and shows it to his or her partner. If the partner reads the word correctly, that partner chooses a location from which to shoot the beanbag into the basket, and then shoots. Award two points for any shot made, and three points if the shot was made behind the 3-Point line.
- If the partner does not read the word correctly, Team 2 can steal by giving the correct response and shooting for points.

## Oh, No!

Day 4



### MATERIALS

index cards, 14 per pair of students • timer

### Prepare

- Arrange students into groups of four. Then divide each group into two pairs for card preparation.
- Have each pair collaborate to write each word from the word bank below on a separate card and then write "Oh, No!" on the two remaining cards. Put both pairs' cards into a single stack.

operate	eagerly	timidly	lawfully	reappear	beneath
frustrate	vividly	totally	fatefully	another	distrust

### Play a Game

- Have one player in each group shuffle the cards and place them face down in a pile.
- Set a timer for ten minutes. Players take turns selecting a card and reading it aloud to the player on his or her right.
- If the player reads the word correctly, he or she keeps the card. If not, it goes back in the pile. If a student draws an "Oh, No!" card, all his or her cards go back in the pile.
- When time is called, the player with the most cards wins.

## Review and Assess

Day 5



### PROGRAM RESOURCES

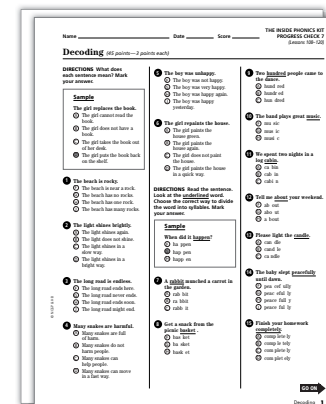
Word Builder: Transparency 92

Reach into Phonics

Lesson 124, page T209  
Progress Check 7,  
pages T296–T297

### Review and Assess

Follow Lesson 124 to review multisyllabic words. Guide students through **Transparency 92**. Administer Progress Check 7 on pages T296-T297 to measure learning.



# Week 4 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✔ Spell Multisyllabic Words
- ✔ Use Commonly Misspelled Words Correctly

## SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Words with Multiple Syllables

1. attention	Pay <b>attention</b> to the red line I've drawn on the map so you know where to go.
2. expectation	I hope your <b>expectation</b> of clear skies turns out to be true.
3. favorite	My <b>favorite</b> navigation tool is a simple compass.
4. historical	It is a <b>historical</b> fact that explorers long ago used the stars to navigate across oceans.
5. horizon	The <b>horizon</b> is the line where land or water seems to meet the sky.
6. imagine	Can you <b>imagine</b> crossing an ocean on a raft?
7. immediate	Jamal's most <b>immediate</b> problem was not wet maps, but the grizzly bear outside his tent!
8. importance	Explorers know the <b>importance</b> of planning ahead and taking the right tools.
9. messenger	The king's <b>messenger</b> carried a secret message written in code.
10. naturally	Migrating birds find their way <b>naturally</b> , without any fancy tools.
11. necessity	A compass is a <b>necessity</b> in the wilderness.
12. perfected	With practice, he <b>perfected</b> his skills at navigation.
13. preference	I have a <b>preference</b> for a magnetic compass; however, my brother prefers to use a GPS.
14. questioning	Before you start <b>questioning</b> my map, you had better be sure of your facts.
15. wandering	Looking at a map can keep you from <b>wandering</b> around and wasting time.

### Watch-Out Words

16. tail	Max wagged his <b>tail</b> when he saw me on the boat.
17. tale	Let me tell you a grand <b>tale</b> of Max the Sailing Dog!
18. stair	Max can jump up the steepest <b>stair</b> from the cabin.
19. stare	People <b>stare</b> and point at Max in his captain's hat!

## Multisyllabic Words

Day 2



Option 1

## MATERIALS

index cards, 15 per student • dictionaries, one per student

## Teach

- Display and pronounce *imagine*. Circle the stressed second syllable. Explain: *In multisyllabic words, some syllables are stressed. That means they are said a bit louder, or given more emphasis, than the other syllables. You can use dictionary pronunciations to check which syllable is stressed.*
- Explain that stressed syllables are often indicated by bolding, as in the **Picture Dictionary**, but can also be shown in capital letters, by an apostrophe, or in other ways, depending on the dictionary used.

## Prepare

- Arrange students in pairs. Have each student write each of the first 15 spelling words on a separate index card.
- Tell students to draw vertical lines in pencil where they think the syllable breaks occur in each word.

## Play a Game

- Have partners exchange cards and check their partner's syllable breaks in a dictionary.
- After all syllable breaks have been checked and fixed if necessary, have partners choral-read the cards.

ex|pec|ta|tion

Apply Word Analysis Skills  
Decode Multisyllabic Words  
Consult References

CC.3.Rfou.3  
CC.3.Rfou.3.c  
CC.3.L.2.g

## Watch Out!

Day 2



Option 2

## Write Tongue Twisters

- Have students write tongue twisters to help them remember the Watch-Out Words.
- Have students consult a dictionary to be sure they are using the correct Watch-Out Words for the context and that they are spelling the words correctly.
- Tell students to underline the Watch-Out Words and the clues that help them recall spellings.
- Encourage students to share their tongue twisters with the class. Have individuals lead the class in saying their tongue twisters quickly.

Tell a tale of an awful tiger whose tail was tiny.  
Are we going to stare starboard into air and skip that stair?

Demonstrate Command of Spelling  
Consult References

CC.3.L.2  
CC.3.L.2.g



## Trace Letter Shapes

Day 3



Option 1

### MATERIALS

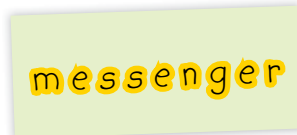
highlighters, one per student

### Prepare

Have students neatly print three or more words that give them trouble on separate sheets of paper. Tell them to print the letters far apart.

### Play a Game

- Have students use a highlighter to outline each letter.
- Tell students to close their eyes and visualize the shape of the whole word.
- Have students look at the paper again, turn it over, and write the word on the back.
- Have students repeat the process for each word until they can spell each troublesome word correctly each time.



Decode Multisyllabic Words  
Use Conventional Spelling

CC.3.Rfou.3.c  
CC.3.L.2.e

## Play Football

Day 3



Option 2

### MATERIALS

19 index cards per group • paper bags, one per group • game pieces, two per group

### Prepare

- Arrange students in groups of four and each group into two teams. Tell one student to draw a football field on a piece of paper.
- Have the other three students collaborate to write each spelling word on a separate index card and place the cards in a paper bag.

### Play a Game

- Have Player 1 on Team A “pass” a word to his or her partner by drawing a card and saying the word. If Player 2 on Team A spells the word correctly, he or she moves the team’s game piece ten yards. If the word is misspelled, the game piece is not moved.
- Player 1 on Team B follows the same procedure.
- When a team reaches the goal line, they earn six points.
- Have teams continue the game until all the cards have been drawn.

Use Conventional Spelling

CC.3.L.2.e

## All Aboard!

Day 4



Option 1

### MATERIALS

colored pencils • construction paper or poster board • scissors • paper bags, one per pair

### Prepare

- Have pairs of students create a simple game board showing a large land mass marked HOME in upper left and another land mass marked FINISH in lower right. In between is an ocean to be navigated.
- Have students draw 19 islands snaking across the ocean from HOME to FINISH.
- Have students collaborate to write all 19 spelling words on strips of paper and place them in the paper bag.
- Then have each student color and cut out a boat to use as a marker.



### Play a Game

- Have players place their boats on HOME. Player 1 takes a strip of paper from the bag and reads the word aloud. Player 2 spells the word.
- If Player 2 spells the word correctly, Player 2’s boat moves one island forward. Otherwise, Player 2’s boat does not move.
- Have students take turns choosing cards and spelling words. The student who sails to FINISH first wins.

Use Conventional Spelling

CC.3.L.2.e

## Act It Out!

Day 4



Option 2

### Write and Perform Skits

Arrange students in small groups and have each group write a skit about taking a trip, using as many of the spelling words as they can. Tell students to underline each spelling word. Allow time for groups to perform their skits for the class.

**Alien 1:** Our spaceship is the messenger for the King of the Universe, who has perfected the art of navigation!

**Alien 2:** Yes! Earthlings cannot imagine what awaits them on the horizon. (She stares through the window.) Their primitive navigation instruments are useless. (evil laugh)

Demonstrate Command of Spelling

CC.3.L.2



# Week 4 Daily Grammar

## OBJECTIVES

**Thematic Connection: Tools and Navigation**

**Grammar: Use Future-Tense Verbs**

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Explain the Function of Verbs

CC.3.W.5

CC.3.L.1

CC.3.L.1.a

## Day 1

### PROGRAM RESOURCES

**Future-Tense Verbs: eVisual 8.27**

**Game: Practice Master PM8.25**

### MATERIALS

index cards, 16 per group

## Teach the Rules

Use the suggestion on page T540b to introduce the future tense. Review that the present tense shows actions that happen now, and the past tense shows actions that happened in the past. Then display **eVisual 8.27**.

### Future-Tense Verbs

- A **future-tense verb** tells about an action that will happen later, or in the future.
  - She **will go** to the competition next month.
- To show future tense, use the helping verb **will** plus a **main verb**.
  - They **will travel** too.
  - I **will plan** their trip.
  - He **will choose** a route.

[NGReach.com](#) Future-Tense Verbs: eVisual 8.27

Cover the future-tense verbs in **eVisual 8.27**. Read the sentences in the present tense. Have students read them again, in chorus, supplying the future-tense forms.

## Play a Game

Distribute **Practice Master PM8.25** and play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

**Into the Future!**

**To Prepare:**

- Work in a group. Write each subject with its verb on a card.
- Mix up the cards, and place them face down in a stack.

**To Play:**

- Take turns turning over the top card. Read the subject and verb.
- Then use the subject and future tense in a sentence. For example, if you choose the card *I discover*, say: *I will discover a new island.*
- If the group agrees that you have used the future tense correctly, keep the card. If not, put the card at the bottom of the stack. The player with the most cards at the end of the game wins.

He rides He will ride	We climbed We will climb	I discover I will discover	We will estimate We will estimate
They started They will start	He found He will find	You took You will take	She will achieve She will achieve
She rows She will row	I explored I will explore	He began He will begin	It froze It will freeze
It travels It will travel	You fly You will fly	They pack They will pack	She will choose She will choose

For use with TE p. T539m **PM8.25** Unit 8 | Getting There

[NGReach.com](#) Practice Master PM8.25

## Differentiate

### EL English Learners

**ISSUE** Chinese, Hmong, and Vietnamese do not use tense inflections.

**STRATEGY** Have students use sentence frames when they are playing the game. For example: They will \_\_\_\_\_.

## Day 2

### PROGRAM RESOURCES

**More Future-Tense Verbs:**

**eVisual 8.30**

**Game: Practice Master PM8.26**

### MATERIALS

index cards, eight per group • coins, one per group • game pieces, one per student

## Teach the Rules

Use the suggestion on page T544–545 to review the future tense. Then display **eVisual 8.30** to teach more about the future tense.

### More Future-Tense Verbs

The future tense can be shown with:

- the helping verb **will** and a **main verb**.
- the phrases **am going to**, **is going to**, or **are going to** before a **main verb**.

She **will climb** mountains.

I **am going to swim** the sea.

He **is going to cross** deserts.

We **will form** a new club.

They **are going to join** us.

[NGReach.com](#) More Future-Tense Verbs: eVisual 8.30

Review the use of *am* with *I*; *is* with *he*, *she*, *it* and other singular subjects; *are* with *we*, *they*, and other plural subjects; and *are* with *you*, singular and plural.

## Play a Game

Distribute **Practice Master PM8.26**. Then have small groups play the game.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

**Who Will Reach the Top First?**

**Directions:**

- Write *will*, *am going to*, *is going to*, and *are going to* on index cards. Mix them up, and stack them face down.
- Take turns flipping a coin. For heads, move two squares; for tails, move one.
- Pick a card. Read the card and the verb in the square. Then use them in a sentence. Place the card at the bottom of the stack.
- If your sentence is correct, stay where you are. If not, go back one.

For use with TE p. T539m **PM8.26** Unit 8 | Getting There

[NGReach.com](#) Practice Master PM8.26

## Differentiate

### SN Special Needs

**ISSUE** Students cannot focus on forming sentences orally.

**STRATEGY** Tell students to write the word(s) from the card and the verb from the game board. Then have them write a sentence using the verb.



### Day 3

#### Review the Rules

Use **Anthology** page 547 to review the future tense. Then copy and display the chart below.

Future-Tense Rules	Examples	Subjects
am going to + verb	I am going to climb peaks.	I
is going to + verb	He is going to guide me.	he, she, it
are going to + verb	We are going to freeze!	you, we, they
will + verb	She will climb again, too.	any subject

Have volunteers give an example sentence illustrating each future-tense rule. Display the sentence and have students name other subjects that may work with the verb phrase.

#### Generate Sentences ✖

Tell students to imagine they are planning an adventure with an explorer. Have them write sentences about their adventure plan, using future-tense verbs. Explain:

- Write a sentence about the first thing you will do on the adventure. Use a form of going to with a main verb in the fifth position.
- Write a sentence about one thing you and your chosen partner will do together. Use will with a main verb in the third position.
- Write a sentence about one thing your partner will do. Use a form of going to with a main verb in the fifth position.
- Use a form of going to with a main verb in the fifth position to write about one thing you and your partner will do together.

For **Writing Routine 3**, see page BP49.

### Differentiate

#### AL Above Level

**ISSUE** Students are ready for more challenges with future-tense verbs.

**STRATEGY** Have students turn their sentences into a short story.

### Day 4

#### PROGRAM RESOURCES

**Grammar and Writing:**  
**Practice Master PM8.31**

#### Grammar and Writing ✖

Distribute **Practice Master PM8.31**. Have students use editing and proofreading marks to correct errors with the future tense.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

**Edit and Proofread**

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- future-tense verbs

Editing and Proofreading Marks	
^	Add.
↖	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Constanza Ceruti will climb many miles in freezing weather to find ancient things. She once found 500-year-old mummies! Next weekend, my family is going drive to another city to see ancient things. We will find things that are 500 years old, too. None of us will freeze, though! We are going to visit a museum! The museum has objects that are hundreds of years old. My parents like handmade things, so they going to see colonial furniture. My sister is going to look at clothes. She will studies fashion design next year. I am going to explore navigation tools. Someday I will piloted a big ship, like an ocean liner. I wonder what everyday things from my life will be in museums in the future!

For use with TE, p. T539n **PM8.31** Unit 8 | Getting There

[NGReach.com](http://www.NGREach.com) **Practice Master PM8.31**

### Day 5

#### PROGRAM RESOURCES

**Writing, Revising, and Editing Unit Test:**  
**Assessment Masters A8.30–A8.33**

#### Review and Assess ✖✖✖

Arrange students in small groups. Have each group pick a verb and write four sentences with it. Each sentence should feature a different future-tense verb form. Display the following model:

1. I am going to work on my map.
2. You will work with me.
3. We are going to work all afternoon.
4. Sam is going to work on it, too.

Have groups share sentences with each other for review.

✓ Administer the **Writing, Revising, and Editing Unit Test**.

# Week 4 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Tools and Navigation**

 Write a Conclusion

## COMMON CORE STANDARDS

Provide Closure

CC.3.W.3.d

### Introduce Closure

Day 1



## PROGRAM RESOURCES

Concluding Sentences: eVisual 8.28

## Teach the Skill

Display eVisual 8.28. Have volunteers read the paragraphs aloud.



### Concluding Sentences

#### Paragraph 1

After the storm ended, Kim stood on deck and gazed at the sea. The clouds had parted and a gentle breeze blew. Kim surveyed the damage.

#### Paragraph 2

Suddenly the clouds parted and a gentle breeze flowed across the deck. Kim looked around the deck and thought about her situation. The pumps she had stowed below deck had saved her boat from sinking. Kim was relieved because she was safely on her way home.

 **Concluding Sentences: eVisual 8.28**



**INTERACTIVE WHITEBOARD TIP:** Circle the final sentence in each paragraph.

Explain: *The conclusion of a good story shows whether a character achieves a goal.* Reread Paragraph 1 aloud. Ask: *What was the character's goal?* (to survive a storm) Explain to students that ending of Paragraph 1 is weak because it does not show whether the character achieved her goal.

Reread Paragraph 2 aloud and ask: *What was the character's goal?* (to survive a storm) Explain that Paragraph 2 has a strong ending because it shows that Kim achieved her goal.

Have partners brainstorm other concluding sentences the writer could have added to Paragraph 1 to show whether or not Kim achieved her goal.

### Study Conclusions

Day 2



Option 1

## Introduce

Tell students that a variety of conclusions can provide models that can help them write better endings for their stories. Copy and display the following questions:

What is one character's goal?

Does the character achieve a goal at the end? How?

Is the ending satisfying? What makes it satisfying or what conclusion would make it more satisfying? Is the problem solved? What's the solution?

## Practice

Arrange students in three groups. Have each group reread the last page of one of these stories in the **Anthology**: page 462 of "Selvakumar Knew Better," page 504 of "Running Shoes," page 517 of "Turtle and His Four Cousins."

Have groups study the conclusion of each story and answer each question. Allow time for groups to share their answers with the class.

### Study Conclusions

Day 2



Option 2

## PROGRAM RESOURCES

Small Group Reading Books

## Introduce

Tell students that a variety of conclusions can provide models to help them write better story endings. Display the questions from Option 1.

## Practice

Have partners choose fiction **Small Group Reading Books** that both partners have read. Have them reread the last page of each book and answer each question. Allow time for partners to share their answers.



## SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

### Write a Conclusion

Day 3



Option 1

#### Practice

Give students five minutes to reread the endings of their favorite stories in the **Anthology**.

Next, have partners discuss stories they could write if they had time, or stories they would love to write.

Tell partners to choose one of their story ideas. Then, have them work together to write a wonderful ending for the story. Remind them that their endings should resolve a conflict in the story. It may also teach a moral or lesson.

Have partners share their endings with another pair of students.

### Write a Conclusion

Day 3



Option 2

#### PROGRAM RESOURCES

Unit 8 Small Group Reading Books

#### Practice

Give students five minutes to reread the endings of their favorite stories from the **Unit 8 Small Group Reading Books**.

Then have partners discuss stories they could write if they had time, or stories they would love to write.

Tell partners to choose two of their story ideas. Then have them work together to write a wonderful ending for each of the stories. Remind them that their endings should resolve a conflict in the story. It may also teach a moral or lesson.

Have partners share their endings with another pair of students.

### Revise a Conclusion

Day 4



#### Introduce

Explain that conclusions to stories should be as interesting as introductions. Elaborate: *A good introduction grabs the reader's attention. A conclusion should hold the reader's attention to the very end.*

#### Practice

Have students choose stories with good introductions from their Weekly Writing folders. After they have reread their stories, have them add conclusions that hold the reader's attention to the very ends of the stories.

Copy and display the following questions.

How does the introduction to the story grab the reader's attention?  
 Does the new conclusion hold the reader's attention to the very end?  
 What would make a better conclusion to the story?

Have partners read each other's new conclusions and use those conclusions to answer each question.

### Review and Assess

Day 5



#### PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A8.30–A8.33

#### Review the Skill

Copy and display the following:

Tom could barely see the path through the woods. It was getting dark, and he wasn't even sure this trail would take him home. He sighed yet again. "Why, oh why, did I forget my compass?" he asked himself. Suddenly, he saw a dim light through the trees ahead.

Arrange students in small groups. Have students collaborate to write three conclusions for the story. Remind them that their conclusions need to show whether the character achieves his goal.

Combine the two groups to create larger groups. Have the larger groups discuss all six conclusions and choose the one they like best.

Administer the **Writing, Revising, and Editing Unit Test**.



## OBJECTIVES

### Thematic Connection: Tools and Navigation

- Use Context to Confirm Word Recognition: Homographs
- Relate Ideas: Cause and Effect

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Read Aloud: eVisual 8.26


## MATERIALS

timer • dictionary

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *globe*.

For **Writing Routine 1**, see page BP47.



## WARM-UP

Have students review the readings from Week 3, including “One Man’s Goal” and the **Small Group Reading** books. Have partners discuss the selections, recounting explorers’ journeys.

## Academic Talk

### 1 Discuss the Big Question

Tell students they will discuss the question *How can planning ahead help you reach your goals?* Model discussing the question using some of the Academic

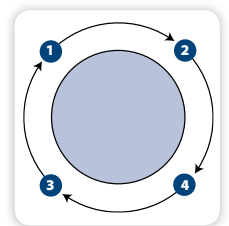
Vocabulary words: *I needed to **prepare** to run a race. So I worked out at the gym to build my **endurance**.*

Use a **Roundtable** to have students discuss the question.

Remind them to use the Academic Vocabulary words during the discussion, and to build on others’ ideas and express their own clearly.

- Seat students around tables in groups of four.
- Have groups discuss the question.
- Have each student at each table answer the question in a different way.

For **Roundtable**, see page BP46.



Roundtable

## Vocabulary Strategy

### 2 Homographs Anthology page 540

Project **Student eEdition** page 540 and read aloud the first two sentences.

Then display and read aloud this sentence: *I was close to the door, so the teacher asked me to close it.* Have volunteers identify and pronounce each homograph (close and close) as you circle it. Then have other volunteers explain the different meanings for the different pronunciations.

Read aloud the third sentence and instructions. Remind students that they have learned how to use context to determine word meanings. Elaborate: *You can also use context to determine which homograph meaning is used in a sentence.*

Point to the first picture and read aloud the context sentence and meaning. Then model the thinking: *The picture of people running is one context clue. The sentence includes the words for a race, another context clue. I know that it is important to practice before a race, so the meaning “to practice for something” fits.* Then have partners repeat the process with the second picture and sentence.

## COMMON CORE STANDARDS

### Reading

Relate Ideas	CC.3.Rinf.3
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b
Use Context to Confirm or Self-Correct Word Recognition	CC.3.Rfou.4.c

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Discuss Topics, Expressing Ideas Clearly and Building on Others’ Ideas	CC.3.SL.1
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### Language and Vocabulary

Acquire and Use General Academic Words	C.3.L.6
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## Homographs

**Homographs** are words that have the same spelling, but different meanings. Some homographs have different pronunciations, too. You can use context to figure out the correct meanings.

**Train** is a homograph. Compare the examples.



They **train** (tráin) for a race.  
**Meaning:** to practice for something



The **train** (tráin) travels fast.  
**Meaning:** a line of railway cars on a track

### Try It Together

Read the sentences. Then answer the questions.

A cold wind (wind) blows in my face as I sail my boat. I wind (wind) a scarf around my neck to keep me warm.

1. What does wind mean in the first sentence?

- A a machine
- B a kind of fish
- C air that moves
- D water that rises

2. What does wind mean in the second sentence?

- A to sail a boat
- B to stay warm
- C to put on a hat
- D to wrap around

540

Anthology page 540

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

### 3 Try It Together Anthology page 540

Read aloud the directions and sentences. Point out and model the different pronunciations of *wind*. Then have partners work together to use context to answer each question. (question 1: C; question 2: D)

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Context to Confirm Word Recognition: Homographs ✓

Listen as students use context to self-correct and determine the meanings of homographs. If students have difficulty using context to confirm meanings of homographs, display meanings for and model pronunciations of *wound* in these examples:

- After Chris cut his leg, the nurse cleaned the wound.
- Then she wound a bandage around his leg.

Then model using context to pronounce the word correctly in each sentence.

Read aloud the second sentence, mispronouncing the homograph *wound*. Then model how to self-correct using context clues: *The meaning and pronunciation of wound in the first sentence do not seem to fit the second sentence. I look for context clues and find the words bandage around his leg. I visualize a strip of cloth wrapped around the boy's leg. This tells me that the meaning "past tense of wrap" and the second pronunciation fit in the second sentence.*

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T539o–T539p)
- ✓ Power Writing (T539q, T540c, T545a, T547a, T547e)
- ✓ Writing (T540b, T544–545, T547, T547d, T547g)
- ✓ Writing Project (T548–T551)

## Differentiate

### EL English Learners

**ISSUE** Students have difficulty with the different pronunciations of homographs.

**STRATEGY** Have students make T charts and list pronunciation key words from the front of a dictionary next to each homograph.

Pronunciation Key Words	Homograph Contexts
chick bike	1. wind blows 2. wind a scarf

### SN Special Needs

**ISSUE** Students have difficulty hearing the differences in pronunciations.

**STRATEGY** Pronounce each homograph, emphasizing the differences in pronunciations. Have students echo your pronunciations as you repeat them.

## Fluency

**Model Expression** As you read the **Read Aloud**, model how to read with proper expression. Explain: *When you read with expression, you change your voice to support the meaning of the text.*

## Differentiate

**EL** English Learners

**ISSUE** Students do not have the language proficiency required to express cause-and-effect relationships.

**STRATEGY** Provide a variety of sentence frames that can relate cause-and-effect relationships, for example:

\_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_, so \_\_\_\_\_.

As a result, \_\_\_\_\_.

**BL** Below Level

**ISSUE** Students have trouble making logical connections between causes and effects.

**STRATEGY** Have partners create storyboards that show the events in the profile. Then have partners discuss how the events in one frame lead to the events in the subsequent frame, and so on.

## Comprehension

**4** Relate Ideas: Cause and Effect ✓

Have students recall what they know about causes and effects. Elaborate: *Writers often use signal words such as because, so, since, therefore, as a result, and due to to show cause-and-effect relationships among ideas.*

Explain: *Sometimes one effect can have more than one cause, or one cause can have more than one effect.* Write these sentences: *Because I tripped over a rock, I sprained my ankle. As a result, I could not play basketball.* Point out the signal words in the two sentences (*because* and *as a result*) and explain: *I sprained my ankle is an effect of tripping over a rock. Not being able to play basketball is another effect caused by tripping.*

Display and read aloud **eVisual 8.26**. Have students listen for clue words to cause-and-effect relationships.



## Read Aloud

Profile

## Running Strong

Scout Bassett is a champion athlete who can meet any **challenge**. Scout does not have her right leg, so she uses a prosthetic leg, an artificial leg to use in place of a missing one. Some people doubt her abilities when they first see her because she does not look like a typical athlete. But Scout does not let that stop her.

As a baby, Scout lived in an orphanage in China. Since the orphanage could not afford to get her a modern prosthetic leg, Scout had to use legs built from materials like belts and tape. The legs were very uncomfortable. Therefore, Scout could not move around like other children.

When Scout was six, a couple from the United States adopted her. Scout's parents found doctors who could help, so Scout received a modern prosthetic leg. She worked hard to learn how to use it. Later, she received a special prosthetic leg for sports. As a result, she learned to run. Due to her parents' support and her own **endurance**, Scout is now a world-class athlete.

[NGReach.com](https://www.ncreach.com) Read Aloud: eVisual 8.26



**INTERACTIVE WHITEBOARD TIP:** Underline signal words. Write C or E above each cause or effect.

Model how to identify causes and effects in the first paragraph:

- *I notice the signal word so in the second sentence. This reminds me to think about what happens and what causes it to happen.*
- *The words she uses a prosthetic leg tell the effect. The words She does not have her right leg tell the cause, why she uses the prosthetic leg.*

Have partners work together to use the steps in the thinking model to identify signal words and discover causes and effects in the passage.

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Relate Ideas: Cause and Effect ✓

Listen as students discuss the profile to determine if they can identify and describe cause-and-effect relationships.

If students cannot describe cause-and-effect relationships, use the second paragraph to model the thinking again.

## Writing

### 5 Write About Causes and Effects

Explain: *Now you will use signal words to write about the causes and effects in "Running Strong."* Model with the first cause and effect.

#### Think Aloud

*I will write about an effect in the first part of the sentence, and its cause in the second part. I will connect the ideas using because.*

#### Write

Scout uses a prosthetic leg because she does not have her right leg.

For **Writing Routine 2**, see page BP48.

Have students write individual paragraphs showing cause-and-effect relationships. Then have students read their paragraphs to their partners. Have partners listen for signal words and identify causes and their effects. Then have students add their sentences to their Weekly Writing folders.

## WRAP-UP

Have students review the day's readings. Have partners discuss causes and effects in the challenges they read about. Then have students discuss challenges they or people they know have faced.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T539k

### Daily Grammar ✓

Point out the illustration of the runners on **Anthology** page 540, and say: *They will compete in a race very soon.* Then use page T539m to teach future-tense verbs.

### Daily Writing Skills ✓

Tell students that stories should always have strong endings. Then use page T539o to introduce closure.



## OBJECTIVES

### Thematic Connection: Tools and Navigation

- ✓ Use Context to Confirm Word Recognition: Homographs
- ✓ Relate Ideas: Cause and Effect
- ✓ Use Reading Strategies to Comprehend Text

## MATERIALS

timer • dictionaries

## Power Writing

Have students write as much as they can as well as they can for one minute about the word *journey*.

For **Writing Routine 1**, see page BP47.

## COMMON CORE STANDARDS

### Reading

Explain How Details Support the Main Idea	CC.3.Rinf.2
Determine the Main Idea of a Text	CC.3.Rinf.3
Use Text Features	CC.3.Rinf.5
Use Illustrations	CC.3.Rinf.7
Read and Comprehend Informational Text	CC.3.Rinf.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read with Purpose and Understanding	CC.3.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b
Use Context to Confirm or Self-Correct Word Recognition	CC.3.Rfou.4.c

### Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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### Speaking and Listening

Discuss Texts, Expressing Ideas Clearly	CC.3.SL.1
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### Language and vocabulary

Use Glossaries and Dictionaries	CC.3.L.4.d
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## WARM-UP

Have students draw pictures of tools, such as concrete objects or attitudes, that help them achieve their own goals or those of others.

## Vocabulary Strategy

### 1 More Homographs ✓

Remind students that some homographs have different pronunciations as well as different meanings. Write these homographs: *record*, *tear*, *present*. Have small groups use dictionaries to identify meanings for two different pronunciations of each word. Explain: *Use each form of each word in sentences about "One Man's Goal." Provide context clues to the meaning of each homograph.*

Read aloud some groups' sentences, deliberately mispronouncing some homographs. Invite volunteers to explain whether each homograph was pronounced correctly for the meaning that fits in each sentence. Then have volunteers explain how the context of the sentence helps them correct the pronunciation and read the sentence aloud correctly.

## Check & Reteach

**OBJECTIVE:** Use Context to Confirm Word Recognition: Homographs ✓

Check that students determine the correct meaning of each homograph in context.

If students have difficulty using context clues to determine appropriate meanings, reteach with these sentences: *The ballerina took a bow as the audience clapped. Her pretty pink bow fell out of her hair.*

## Academic Talk

### 2 Preview and Predict

Remind students: *Before you begin reading, you can study illustrations and ask yourselves questions to help you predict what you will read about.* To guide the thinking, project **Student eEdition** pages 541–545 and ask: *What do you think the weather is like in this **location**? What do you think Ceruti **discovered**?* Have students preview the photographs and answer the questions. Remind students to express their ideas clearly using Key Words.


**NATIONAL GEOGRAPHIC EXCLUSIVE**

**Connect Across Texts** Read about another adventurer who explores places around the world.

**Genre** A **profile** is nonfiction. It gives facts about a person and his or her life.

# Climbing Toward Her Goal

by Guadalupe López



Constanza Ceruti

Constanza Ceruti loves mountains and learning about **ancient civilizations**. As a **high-altitude archaeologist**, she climbs to the tops of mountains to explore **worship sites**. So far, she has climbed more than 100 mountains over 16,500 feet high. **1 2**

**In Other Words**  
**ancient civilizations** people who lived very long ago  
**a high-altitude archaeologist** someone who studies old objects found on mountains  
**worship sites** places where people used to pray to gods

**Before You Move On**

- 1. Make Inferences** Why did Ceruti become a high-altitude archaeologist?
- 2. Main Idea and Details** Which details in the text support the idea that Ceruti loves history?

541

**STUDENT TECHNOLOGY**  
 Student eEdition  
 NGR reach.com

Anthology page 541

## Reading

### 3 Read a Profile

**CONNECT ACROSS TEXTS** Remind students that they read about an adventurer in “One Man’s Goal.” Project **Student eEdition** page 541 and read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation about the genre and remind students that one kind of profile is the outline of a person’s face.

**SOCIAL STUDIES BACKGROUND** The Incan civilization inhabited parts of South America. Their capital was located where Cuzco, Peru is today. In the 1400s, the Incan empire developed advanced roads across the mountainous land.

### Read and Build Comprehension

- 1. Make Connections** ✓ *How are the mountains Ceruti climbs like the ocean Erden Eruç crossed?* (Possible response: This text is about Ceruti, who explores sites on tall mountains. This makes me think of the conditions that Erden Eruç faced on the ocean. Now I understand that Ceruti is adventurous like Eruç.)
- 2. Determine Importance** ✓ *Which idea on this page is most important to you?* (Possible response: This part is about an adventurer who studies ancient civilizations. I want to know more about how people lived long ago. When I read that Ceruti climbs high mountains, I learn that it takes a lot of **endurance** to learn about ancient civilizations.)

## Fluency

### Practice Expression, Accuracy, Rate

As students read, monitor their expression, accuracy, and rate.

### Answers Before You Move On

- 1. Make Inferences** ✓ Possible response: I read that Ceruti loves mountains and learning about ancient civilizations. I know that a high-altitude archaeologist studies old objects found on mountains. And so I think that Ceruti became a high-altitude archaeologist so she could climb mountains and learn about ancient civilizations.
- 2. Main Idea and Details** Possible response: The fact that Ceruti has climbed more than 100 high mountains shows that she loves history enough to work hard to learn about it.

## The Children of Llullaillaco

In 1999, Ceruti and her team climbed Llullaillaco (yū-yī-yaw-kō), a mountain in Argentina. It was a harsh climb, with blowing snow, strong winds, and **low oxygen levels**. **1**



When the explorers finally reached the top, they found three frozen **Incan mummies**. Two girls and a boy were buried 500 years ago. The mummies still have hair on their arms, which makes them the best-preserved mummies in the world. The explorers also found gold and silver statues, **textiles**, and pottery.

“This was not just an archaeological find,” says Ceruti. “This was like meeting someone from the ancient past.”



◀ Ceruti found objects buried with the mummies.

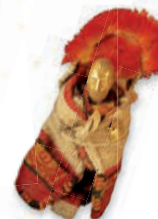
542

**Anthology**  
pages 542–543

## What the Explorers Found



▲ a dish shaped like a duck



▲ statues found buried with the mummies

statue of a llama (yah-muh)  
made of a shell ▶



▲ cloth food bags

▲ comb made of cactus thorns

### ▶ Before You Move On

- 1. Ask Questions** What question did you ask yourself about the text? Tell a partner how you found the answer.
- 2. Generalize** What can you say about the objects the explorers found?

543

**In Other Words**  
**low oxygen levels** very little air to breathe  
**Incan mummies** bodies from a group of people who lived long ago  
**textiles** cloth

## Read and Build Comprehension

- 1. Cause and Effect** ✓ *Why was the climb harsh and difficult?* (The blowing snow, strong winds, and low oxygen levels caused the climb to be harsh.)
- 2. Make Inferences** ✓ *What was life like for the Incas of the Llullaillaco area?* (Possible response: I read that climbing the mountain took great **endurance**. I know that the Incas climbed Mount Llullaillaco. And so I think that life for the Incas of the Llullaillaco area was difficult.)

## Check & Reteach

**OBJECTIVE: Relate Ideas: Cause and Effect** ✓

Listen to students' responses to determine whether they can relate causes and effects. If students cannot relate a cause and its effect, reteach, linking the cause, studying math, with its effect on Ceruti's achievements.

**OBJECTIVE: Use Reading Strategies to Comprehend Text** ✓

The comprehension questions address a variety of reading strategies. Monitor students' responses to confirm that they understand how to use each strategy.

If students have difficulty using a strategy, ask: *What is the most important idea to remember from this page?* Refer to **Reading Strategy Assessment SG8.30–SG8.31** for additional specific questions to guide students through each strategy.

## Answers Before You Move On

- 1. Ask Questions** ✓ Possible response: I wonder what things the people of Llullaillaco made. I saw examples of objects the Llullaillaco people made in the pictures on page 543. So I know they made statues, dishes, and bags. Now I wonder what else they made.
- 2. Generalize** ✓ Possible response: I read that a statue was made of a shell. I know that there are many shells near rivers, lakes, and oceans. I think that most Llullaillaco people lived near bodies of water.

## Answers Before You Move On

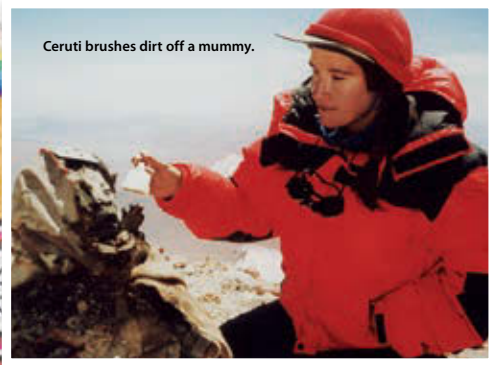
- 1. Summarize** ✓ This part is about Ceruti's dream to study ancient civilizations in the mountains. I should remember that she had to work hard in school, especially at math, to reach her goal. This part tells how she uses math all the time in her work today.
- 2. Analyze** Ceruti's goal was to live and work near the mountains. She achieved her goal.



## Paving the Path

Growing up in Argentina, Ceruti was always interested in ancient civilizations. Her dream was to live and work near the mountains. In school, Ceruti worked hard to reach her goal. Math was a subject she really had to **conquer**!

Now, Ceruti uses math all the time. “How many feet will we climb? How long will it take? What time do we start?” She knows that careful planning can mean the difference between **success and failure**.



Ceruti brushes dirt off a mummy.

**In Other Words**  
**Paving the Path** Making a Plan  
**conquer** work hard at to learn  
**success and failure** a good trip or a bad trip

544

The **journey** to the top of Mount Lullailaco was long and hard, but that did not stop Ceruti from climbing.

“Just think of the Incas who climbed these mountains hundreds of years ago,” she says. “They **endured** the same conditions.” **2**

With **preparation** and **determination**, Ceruti proves one thing: no mountain—or goal—is too big to conquer! ❖



Ceruti climbed the same mountains the Incas did.

**In Other Words**  
**endured** lived through  
**preparation** good planning  
**determination** courage

### ▶ Before You Move On

- 1. Summarize** What are the most important ideas in the text under “Paving the Path” on page 544?
- 2. Analyze** Describe Ceruti’s goal, and whether or not she achieved it.

545

**Anthology**  
pages 544–545

## Writing

### 4 Write a Cause-and-Effect Paragraph

Introduce: *We will write a cause-and-effect paragraph about “Climbing Toward Her Goal.”* Model writing sentences about causes and effects.

#### Think Aloud

*I want to tell why Ceruti became a high-altitude archaeologist.*

#### Write

Constanza Ceruti became a high-altitude archaeologist because she loves to climb mountains and to learn about ancient civilizations.

Assign one of these pages to each group: 541, 542, or 544. Tell groups to use signal words in sentences that express cause-and-effect relationships shown on their pages. Then help the class combine the sentences into a paragraph.

See **Differentiate**

### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T539k

#### Daily Grammar ✓

On **Anthology** page 544, paragraph two, point out the future-tense verb *will climb*. Then use page T539m to teach more about future-tense verbs.

#### Daily Writing Skills ✓

Remind students that a strong ending shows how a story’s problem has been solved. Then use page T539o to learn how to write good narrative conclusions.

**WRAP-UP** Have students discuss causes and effects described in the day’s readings.

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty structuring sentences that show causes and effects.

**STRATEGY** Provide sentence frames, such as:

\_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ so \_\_\_\_\_.

**Week 4 | Day 2 T544–545**



### OBJECTIVES

#### Thematic Connection: Tools and Navigation

Compare Causes

✔ Grammar: Use Future-Tense Verbs

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Venn Diagram: Practice Master PM8.27

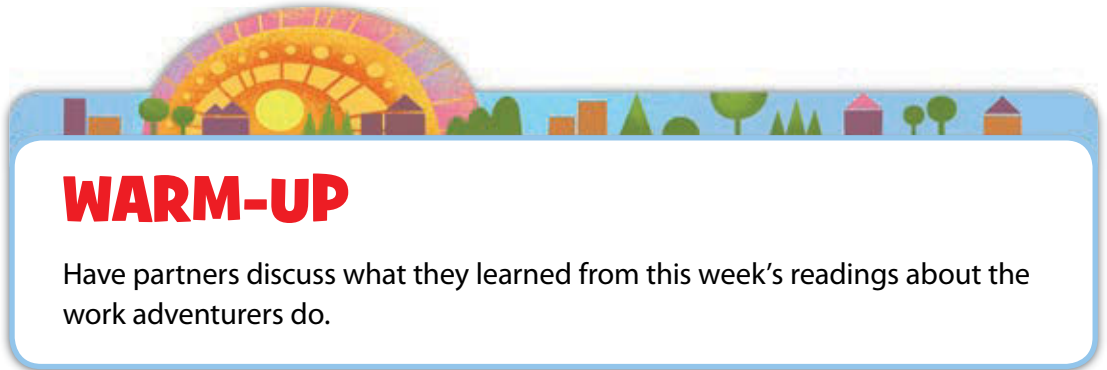
Grammar Practice: Practice Master PM8.28

#### TECHNOLOGY ONLY

Grammar Passage: eVisual 8.31

### MATERIALS

timer • note cards



## WARM-UP

Have partners discuss what they learned from this week's readings about the work adventurers do.

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *destination*.

For **Writing Routine 1**, see page BP47.

## Vocabulary Review

### 1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 546 and point out the Key Words. Chorally read all the words as a class. Pause after each word and have a volunteer give the definition.

Assign five Key Words to each student. Have students work individually to write sentences using their assigned words, being sure to include enough context to support the meanings of the words. Then have students block out the Key Words in their sentences and trade with partners who were assigned different words. Partners identify the missing words and check their answers.

## Review and Integrate Ideas

### 2 Compare Causes Anthology page 546

Introduce: *Many causes affect how people behave. For example, Scout Bassett had to work hard to learn how to run. As a result, she became a champion runner.* Project **Student eEdition** page 546 and read aloud the introduction.

Have students recall what they know about completing Venn diagrams. Model making one entry: *Because Erden Eruç likes to use his own energy to get to places, he enjoys doing adventurous things. The fact that he likes to use his own energy is the cause of his actions, so I will write that under his name on the left.*

Elaborate: *Eruç and Ceruti share some causes. For example: Both Eruç and Ceruti liked to prove that no goal is too big to achieve. So, Eruç used his own energy to go around the world and Ceruti endured harsh conditions to find out about ancient civilizations.*

Have partners discuss the remaining entries shown on page 546. Have partners read, "Climbing Toward Her Goal" aloud and then have partners add more causes for Eruç and Ceruti's actions to the Venn diagram on **Practice Master PM8.27**.

### COMMON CORE STANDARDS

#### Reading

Relate Ideas	CC.3.Rinf.3
Compare Important Points and Details in Two Texts	CC.3.Rinf.9
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

#### Speaking And Listening

Discuss Texts, Building on Others' Ideas	CC.3.SL.1
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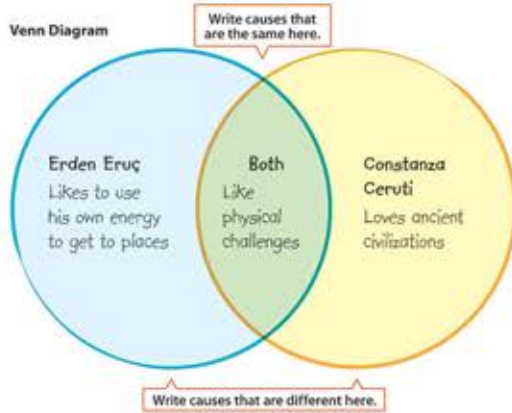
#### Language and Vocabulary

Demonstrate Command of Grammar	CC.3.L.1
Form and Use Verb Tenses	CC.3.L.1.e
Use Knowledge of Language Conventions	CC.3.L.3and
Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6

Key Words	
challenge	explore
continent	globe
destination	journey
discover	location
endurance	prepare

## Compare Causes

Both Erden Eruç and Constanza Ceruti like physical **challenges**. What else causes them to do adventurous things? How are their reasons alike? How are they different? Work with a partner to complete a Venn diagram.



### Talk Together

What tools help people reach their goals? Think about the feature and the profile. Use **Key Words** to talk about your ideas.

546

### STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 546

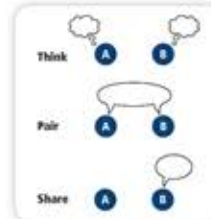
## Academic Talk

### 3 Talk Together Anthology page 546

Read aloud the **Talk Together** question and directions. Use a **Think, Pair, Share** to have partners discuss the question. Remind students to think about what others say during the discussion, and then add their own thoughts and ideas. Encourage students to use Key Words during discussion.

- Have students think individually about the question.
- Have partners discuss the question.
- Have partners share ideas with the class.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

## Fluency

**Practice Expression** As partners reread the profile aloud, circulate and listen for correct expression.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Compare Causes**  
Compare Erden Eruç and Constanza Ceruti.

Erden Eruç  
Likes to use his own energy to get to places  
Wants to inspire kids to keep working toward their goals

Both  
Like physical challenges  
Enjoy learning new things  
Like to prove that no goal is too big to achieve

Constanza Ceruti  
Loves ancient civilizations  
Always dreamed of living and working in the mountains

Take turns with a partner. Tell about one thing that caused each person to begin an adventure.

PM8.27 Skill 8 | Getting There

NGReach.com Practice Master PM8.27

## Differentiate

### BL Below Level

**ISSUE** Students are unable to identify examples of verbs in the future tense and the main verbs that follow them.

**STRATEGY** Have each student write: \_\_\_\_\_ *going to* \_\_\_\_\_ on a card. Then have students search for *going to* and write the singular or plural form of the helping verb phrase that precedes it and the main verb that follows it in the blanks. Repeat the process for the helping verb *will*, omitting the blank for the singular or plural form of *is*.

### AL Above Level

**ISSUE** Students easily identify the verbs in the future tense.

**STRATEGY** Have students replace the helping phrase with a helping verb and *vice versa*. Then have them compare the meanings of the new sentences with the originals, coming to the conclusion that the helping verbs and phrases are interchangeable.

## Grammar Focus

### 4 Future Tense Anthology page 547

Remind students that they have learned how to form the future tense of a verb with the helping verb *will* or the phrase with *going to*. Project **Student eEdition** page 547. Read aloud the introduction and then explain every concept in the chart, with special emphasis on the distinctions among singular and plural forms of the verb *is* in the phrases with *going to*.

Then display **eVisual 8.31** and read aloud the passage.



### Grammar Passage

My family and I are going to camp in the woods for a week! We will prepare carefully for the trip. First, my mom will check our backpacks to make sure that we remembered everything. Dad is going to drive for an hour. My sisters are going to raise the tent, and I will help them. I am going to have so much fun!

 **Grammar Passage: eVisual 8.31**



**INTERACTIVE WHITEBOARD TIP:** Underline the helping verbs and phrases and circle the main verbs.

Use the first sentence to model identifying the correct phrase to indicate the future tense of *go*: *Camp is the main verb, and the helping phrase are going to indicates the future tense. The subject, My family and I, is plural, so the helping phrase are going to is also plural.* Have partners identify the main verbs and their future-tense helping verbs or phrases in the rest of the selection and then use the modeled pattern to explain each.

### 5 Read in the Future Tense Anthology page 547


Read aloud the directions and the sentences. After students have identified the examples of verbs in the future tense, have partners discuss the agreement between the main verb and the helping phrase in the first sentence.

See **Differentiate**

### 6 Write in the Future Tense Anthology page 547

Read aloud the directions and have students write paragraphs individually and share them with partners. Then assign **Practice Master PM8.28**.

## Check & Reteach

**OBJECTIVE:** Grammar: Use Future-Tense Verbs 

Listen as students discuss the **Talk Together** on **Practice Master PM8.28**, and determine if students can use verbs in the future tense correctly.

If students have difficulty, reteach with sentences, such as: *My cousins will go on a **journey** this weekend. They are going to reach their **destination** on Saturday.*

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar: Practice

### A Busy Weekend

#### Grammar Rules Future Tense


You can show the future tense in two different ways:

Use *will* + a main verb      I **will make** tacos tonight.

Use *am/is/are + going to* + a main verb      I **am going to make** tacos tonight.

Each sentence tells about a future action. Rewrite the verb in each sentence to show a different way to say the same thing.

- I will study for my math test this weekend.  
I am going to study for my math test this weekend.
- My sister is going to practice her basketball skills.  
My sister will practice her basketball skills.
- My brothers will prepare their science project.  
My brothers are going to prepare their science project.
- My mother is going to help Aunt Sally move to a new home.  
My mother will help Aunt Sally move to a new home.
- It will be a very busy weekend.  
It is going to be a very busy weekend.

 Tell your partner what your friends or family members will probably do this weekend. Use *will* or *going to*.

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## Future Tense

There are two ways to show the **future tense**.

### Grammar Rules Future Tense

	Now	In the Future
• Use the helping verb <b>will</b> along with a <b>main verb</b> .	leave	We <b>will leave</b> on a trip tomorrow.
• Use <b>am going to</b> , <b>are going to</b> , or <b>is going to</b> before a <b>main verb</b> .	look	I <b>am going to look</b> at a map later.
	ride	My friends <b>are going to ride</b> their bikes to my house.
	hike	Randy <b>is going to hike</b> up the mountain on Saturday.

### Read in the Future Tense

Read these sentences about a journey. Can you find two examples of the future tense? Show them to a partner.

My cousins are going to travel around the world. They will row a boat much of the way.

### Write in the Future Tense

What do you think will happen to the cousins on their trip? Write a paragraph for your partner. Use the future tense.

547

Anthology page 547

## Daily Language Arts

### Daily Spelling and Word Work

Practice page T539l

### Daily Grammar

Point out the future-tense verb *will prepare* in the second sentence of the **Grammar Passage**. Then use page T539n to review future-tense verbs.

### Daily Writing Skills

Remind students that a strong ending sometimes teaches a moral or lesson. Then use page T539p to practice writing endings for stories.

# Writing

## 7 Write to Reinforce Grammar

Explain that each student will write a description of a journey to a real or imagined destination. Elaborate: *Use verbs in the future tense to explain what people will do during the journey*. Model writing part of a description.

### Think Aloud

*I will write about my grandparents' **journey** to Africa.*

### Write

My grandparents are going to visit a wild animal park in Africa. My father will drive them to the airport. They will take a lot of pictures. I am going to walk their dog while they are gone.

After students write their explanations, have them trade papers with partners. Have partners identify verbs in the future tense and make sure they are written correctly. Then have students add their descriptions to their Weekly Writing folders.

**WRAP-UP** Have each student think of a personal goal regarding schoolwork or activities. Have students use verbs in the future tense to explain to partners how they will prepare to meet their goals.



## OBJECTIVES

### Thematic Connection: Tools and Navigation

- Relate Ideas: Cause and Effect
- Use Context to Confirm Word Recognition: Homographs

## PROGRAM RESOURCES


### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM8.29–PM8.30

### TECHNOLOGY ONLY

Mark-Up Model 8.2 or Model 8.2 PDF

Vocabulary Strategy Practice: eVisual 8.32



## WARM-UP

Ask: *Imagine you have a personal submarine to visit any part of the ocean. Which place or thing would you most like to see?* (Possible responses: the wreck of the *Titanic*, a sunken pirate ship, an undersea volcano erupting, a giant squid)

## Comprehension

### 1 Identify Cause and Effect

Remind students that they have already learned how to identify causes and effects. Explain that they will now identify causes and effects in informational articles.

### SCREEN 1

- 1 Display and read aloud **Mark-Up Model 8.2**. Have students follow along using **Practice Masters PM8.29–PM8.30** as you model the thinking. Explain: *In this informational article, events are organized in a cause-effect text structure.* If necessary, review the definitions of *cause* and *effect*.
- 2 Ask: *What are some words and phrases that signal cause and effect? (because, since, so, result, as a result)* Have a volunteer click the cause-effect signal word in the first paragraph. Ask: *What does this word signal?* (The word *result* signals an effect.) Have students mark up **Practice Master PM8.29** accordingly.
- 3 Ask: *What effect did the huge wave have on Ballard?* (He was “hooked for life” on exploring the ocean.) Have a volunteer erase the Effect box to confirm. Click the arrow to go to the next screen.

### SCREEN 2

- 4 Read aloud the paragraph. Have a volunteer click a signal word that shows cause or effect (*since*). Ask: *Does the word since signal cause or effect?* (cause)
- 5 Ask: *Why did Ballard decide to look for Titanic?* (He needed to test his undersea submarine.) Have a volunteer erase the Cause box to confirm. Click on the arrow.

### SCREEN 3

- 6 Read aloud the paragraph and have a volunteer click the signal word. (*because*) Explain that a cause can have more than one effect. Ask: *What was one effect of Titanic sinking in deep water?* (People thought it was too deep to reach.) *What was another effect?* (The only way to reach it was to use special equipment.) Have volunteers erase the Effect boxes to confirm.


Have students mark up the rest of **Practice Masters PM8.29–PM8.30** to highlight cause-effect signal words. Then have them fill in the blank box in each chart with either a cause or an effect. Have partners share and compare their mark-ups of **Practice Masters PM8.29–PM8.30**.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

### Searching for *Titanic*

BY MARIA WERTSCH



The first time Dr. Robert Ballard explored the ocean, he got quite a thrill. He was on an ocean research voyage when a huge wave nearly sank his ship. Others might have been frightened off by this incident. The **result** for Ballard was that he was “hooked for life.”

▲ Dr. Robert Ballard, the man who found the *Titanic* shipwreck

CAUSE A huge wave nearly sank Ballard's ship.	→	EFFECT Ballard was “hooked” on exploring the ocean.
--	---	--

Ballard became an ocean explorer and undersea craft designer. In 1985, he developed *Argo*, an unmanned submarine. **Since** he needed to test it, he decided to use *Argo* to look for the world's most famous shipwreck—*Titanic*. Ballard was determined to find this great ship.

CAUSE Ballard needed to test his new submarine, <i>Argo</i> .	→	EFFECT Ballard decided to test <i>Argo</i> by looking for <i>Titanic</i> .
--	---	---

**Because** *Titanic* sank in such deep water, people believed it could not be reached. Special equipment was needed that could hold up under the high water pressure. Ballard's *Argo* was built for high pressures.

CAUSE <i>Titanic</i> sank in very deep water.	↙	EFFECT People believed it could not be reached.
	↘	EFFECT Special equipment was needed that could stand the pressure.

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**NGReach.com Practice Masters PM8.29–PM8.30**

## COMMON CORE STANDARDS

### Reading

Relate Ideas	CC.3.Rinf.3
Read and Comprehend Informational Text	CC.3.Rinf.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read with Purpose and Understanding	CC.3.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b
Use Context to Confirm or Self-Correct Word Recognition	CC.3.Rfou.4.c

### Writing

Write Opinions on Topics	CC.3.W.1
Write Over Shorter Time for Specific Purposes	CC.3.W.10

### Speaking and Listening

Report on a Topic	CC.3.SL.4
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SCREEN 1

**Searching for *Titanic***  
BY MARIA BERTSCH

1 The first time Dr. Robert Ballard explored the ocean, he got quite a thrill. He was on an ocean research voyage when a huge wave nearly sank his ship. Others might have been frightened off by this incident. The **result** for Ballard was that he was "hooked for life."

2 Click the word that signals a cause-effect relationship.

**CAUSE**  
A huge wave nearly sank Ballard's ship.

**EFFECT**  
Ballard was "hooked" on exploring the ocean.

3

**Definitions**  
A **cause** is the reason something happens. An **effect** is the result of a cause.

Dr. Robert Ballard, the man who found the *Titanic* shipwreck

SCREEN 2

**Searching for *Titanic***  
(continued)

4 Ballard became an ocean explorer and undersea craft designer. In 1985, he developed *Argo*, an unmanned submarine. **Since** he needed to test it, he decided to use *Argo* to look for the world's most famous shipwreck—*Titanic*. Ballard was determined to find this great ship.

4 Click the word that signals a cause-effect relationship.

**CAUSE**  
Ballard needed to test his new submarine, *Argo*.

**EFFECT**  
Ballard decided to test *Argo* by looking for *Titanic*.

5

Dr. Robert Ballard, the man who found the *Titanic* shipwreck

SCREEN 3

**Searching for *Titanic***  
(continued)

6 **Because** *Titanic* sank in such deep water, people believed it could not be reached. Special equipment was needed that could hold up under the high water pressure. Ballard's *Argo* was built for high pressures.

6 Click the word that signals a cause-effect relationship.

**CAUSE**  
*Titanic* sank in very deep water.

**EFFECT**  
People believed it could not be reached.

**EFFECT**  
Special equipment was needed that could stand the pressure.

6

Dr. Robert Ballard, the man who found the *Titanic* shipwreck

Fluency ✓

**Model and Practice Expression** Explain: *When fluent readers read aloud, they emphasize certain words to express the feelings the author conveys in the text.* Model reading the first paragraph of **Practice Master PM8.29** with expression, emphasizing such words and phrases as *thrill, huge wave, frightened off, hooked for life, and determined.* Have students practice reading with expression by reading the rest of the article.

Check & Reteach

**OBJECTIVE:** Relate Ideas: Cause and Effect ✓

Review students' marked-up **Practice Masters PM8.29–PM8.30** to check if they can identify causes and effects. If students have difficulty, have them try out cause-effect signal words to see if the link makes sense. Model the process with the first paragraph of **Practice Masters PM8.30**: *I'll insert because between the first two sentences. "Argo was well-suited to its job because it had video cameras that Ballard's crew could control remotely." Because makes sense here, so there is a cause-effect relationship.*

**Daily Language Arts****Daily Spelling and Word Work** ✓

Practice page T539l

**Daily Grammar** ✓

Have students find the example of the future tense in **eVisual 8.32**. (*will cause*) Then use page T539n to practice correcting errors with the future tense.

**Daily Writing Skills** ✓

Explain that writers of nonfiction also write strong endings. Point out how the author concludes the article on **Practice Master PM8.30**. Then use page T539p to practice writing strong conclusions.

**Power Writing**

Have students write as much as they can as well as they can in one minute about the word *explore*.

For **Writing Routine 1**, see page BP47.

**Vocabulary Practice****2 Homographs** ✓

Remind students that they have learned how to use context to determine the meaning of homographs. Then display **eVisual 8.32**.

**Vocabulary Strategy Practice**

- Ballard hardly ever objects when given a chance to explore the ocean.
- Then metal objects began to show up on the videos.
- He looked for *Titanic* on an ocean floor as vast and empty as a desert.
- His fame did not make him desert his first love—exploring.
- During a research program, a huge wave nearly sank the ship.
- A breeze will cause the flag atop the ship's mast to wave.
- He designed undersea craft to search for ancient shipwrecks.
- The craft of navigation is important in exploring the oceans.

**NGReach.com** Vocabulary Strategy: eVisual 8.32



**INTERACTIVE WHITEBOARD TIP:** Underline the context clue for the homograph in each sentence.

Have partners copy the sentences and circle the homographs. Then have them take turns writing its meaning in each sentence and discussing if the pronunciations differ. Have them underline and explain the context clues that helped them determine the pronunciation and meaning. Model the activity: *In sentence 1, objects means “disagrees” and is accented on the second syllable. The context clue is when given a chance to explore, because his first love is exploration. In sentence 2, objects means “something that can be seen or touched.” The stress is on the first syllable. The context clue is metal, because an object can be metal.*

**Check & Reteach****OBJECTIVE:** Use Context to Confirm Word Recognition: Homographs ✓

Review partners' lists and explanations to check if students can use context clues to determine the meanings of homographs.

If students have difficulty using context, support the process by asking questions, such as:

- *How does the word empty help you determine the meaning of desert in sentence 3?* (It shows that *desert* means “dry land.”)
- *How does the phrase first love help you determine the meaning of desert in sentence 4?* (It shows that *desert* means “leave.”)
- *How does the phrase sank the ship help you determine the meaning of wave in sentence 5?* (It shows that *wave* means “ridge of water.”)

# Writing

## 3 Write and Support an Opinion

Introduce the activity: *Now write a paragraph expressing an opinion about one of the explorers you have read about this week. Be sure to support your opinion with reasons.* Model the process:

Think Aloud	Write
<i>I'll express my opinion about Bob Ballard's love of exploring.</i>	Bob Ballard must really like to explore the sea.
<i>Then I'll support my opinion with a reason.</i>	On his first ocean trip, his ship almost sank. That didn't stop him. In fact, he was even more excited about ocean exploration.
<i>I'll add another reason to support my opinion.</i>	He found the most famous shipwreck ever, <i>Titanic</i> , but he still wants to explore.

For **Writing Routine 2**, see page BP48.


Have students write their own opinion paragraphs about Bob Ballard or Constanza Ceruti. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

## Academic Talk

### 4 Report on a Topic

Explain: *When you report on a topic, be sure to speak clearly and at a pace your audience can understand.* Model reading aloud the paragraph from the Writing activity above. Then form small groups. Have students take turns reading aloud their opinion paragraphs. Give groups sufficient time to read aloud.



**WRAP-UP** Form small groups. Ask students to discuss the following question in their groups: *What are some reasons why explorers want to go to the extreme parts of the world, such as the tops of mountains or the depths of the sea?* Give students several minutes to discuss this question. Then have a spokesperson for each group present the group's opinion to the class.

## Differentiate

### EL English Learners

**ISSUE** Students lack the language skills to state an opinion.

**STRATEGY** Provide sentence frames:

- I think \_\_\_\_ because \_\_\_\_.
- I like \_\_\_\_ because \_\_\_\_.
- I don't think that \_\_\_\_ because \_\_\_\_.

### AL Above Level

**ISSUE** Students want to strengthen their opinion pieces, but they don't know how to do it.

**STRATEGY** Tell students to try one of the following strategies:

- Offer examples from your own life to help your readers understand your opinion.
- Compare the explorer's situation to something else your readers can better understand.
- Anticipate and respond to opposing views.



### OBJECTIVES

#### Thematic Connection: Tools and Navigation

- Use Context to Confirm Word Recognition: Homographs

Compare Viewpoints

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters  
PM8.29–PM8.30

#### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 8.33  
Comparison Chart: eVisual 8.34

### Power Writing

Have students write as much as they can as well as they can in one minute about the word *determined*.

For **Writing Routine 1**, see page BP47.

### COMMON CORE STANDARDS

#### Reading

- Distinguish Points of View CC.3.Rinf.6
- Read and Comprehend Informational Text CC.3.Rinf.10
- Use Context to Confirm or Self-Correct Word Recognition CC.3.Rfou.4.c

#### Writing

- Write Over Shorter Time for Specific Purposes CC.3.W.10

#### Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.3.SL.1.a

## WARM-UP

Have teams list several homographs with multiple meanings, such as *bat*, *bow*, *sound*, and *tear*. The team that identifies the most meanings in a minute wins.

## Vocabulary Practice

### 1 Homographs

Remind students that they have learned how to use context clues to determine the meaning and pronunciation of homographs. Then display **eVisual 8.33**.



### Vocabulary Strategy Practice

The facts of Ballard's life form an amazing **record** of discovery. It would take a whole book to **record** all the things he has explored and figured out. He took an early **lead** over others in deep-water research and discovered undersea volcanoes with smoke hot enough to melt **lead**! He always kept a **level** head even when he was more than a mile below sea **level**.

Homograph	Meaning	Context Clue
record	history	facts of Ballard's life
record	write down	whole book
lead	first position	over others
lead	a metal	hot enough to melt
level	calm	head
level	surface, top	sea

NGReach.com Vocabulary Strategy: eVisual 8.33



**INTERACTIVE WHITEBOARD TIP:** Have students circle the homographs in the paragraph.

Have partners copy the chart and determine the meaning and pronunciation of each homograph. Have them write the meaning and the context clues they used by each homograph. Model with *record*: *Record means "history" here. The context clue facts of Ballard's life shows that his record consists of things he already did.*

### Check & Reteach

**OBJECTIVE:** Use Context to Confirm Word Recognition: Homographs


Review partners' charts to check if students can use context clues to determine the meanings of homographs. If students have difficulty, ask what different meanings *lead* can have. Then have them try these meanings to see which one works.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

### Searching for *Titanic*

BY MARLA BERTHOUD



▲ Dr. Robert Ballard, the man who found the *Titanic* shipwreck

The first time Dr. Robert Ballard explored the ocean, he got quite a thrill. He was on an ocean research voyage when a huge wave nearly sank his ship. Others might have been frightened off by this incident. The **result** for Ballard was that he was "hooked for life."

**CAUSE**  
A huge wave nearly sank Ballard's ship.

**EFFECT**  
Ballard was "hooked" on exploring the ocean.

Ballard became an ocean explorer and undersea craft designer. In 1985, he developed *Argo*, an unmanned submarine. **Since** he needed to test it, he decided to use *Argo* to look for the world's most famous shipwreck—*Titanic*. Ballard was determined to find this great ship.

**CAUSE**  
Ballard needed to test his new submarine, *Argo*.

**EFFECT**  
Ballard decided to test *Argo* by looking for *Titanic*.

**Because** *Titanic* sank in such deep water, people believed it could not be reached. Special equipment was needed that could hold up under the high water pressure. Ballard's *Argo* was built for high pressures.

**CAUSE**  
*Titanic* sank in very deep water.

**EFFECT**  
People believed it could not be reached.

**EFFECT**  
Special equipment was needed that could stand the pressure.

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**PM8.29** Unit 8 | Getting There

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mark-Up Reading**

### Searching for *Titanic*

BY MARLA BERTHOUD (continued)

*Argo* was well-suited to its job. It had video cameras that Ballard's crew could control remotely. Still, Ballard had only twelve days for his search. He believed that when *Titanic* sank it left a trail of wreckage on the ocean floor. **So** he would use *Argo* to look for these pieces and follow them to *Titanic*.

**CAUSE**  
Ballard believed that *Titanic* left a trail of wreckage on the ocean floor.

**EFFECT**  
He would look for pieces of the ship and follow them to *Titanic*.

Ballard and his team worked day and night, searching for any sign of the ship. *Argo*'s cameras took videos of the ocean floor. At first, they just saw a lot of mud. Then metal objects began to show up. Finally, a crew member spotted one of the sunken ship's huge boilers. **As a result**, Ballard's team knew they had found *Titanic*.

**CAUSE**  
A crew member spotted one of the ship's huge boilers.

**EFFECT**  
Ballard's team knew they had found *Titanic*.

After his discovery, Ballard received thousands of letters from students inspired by his work. **As a result**, Ballard created the JASON Project. It is an education program that connects students with scientists. Still, Ballard could never desert his first love—exploration. As long as there is an ocean, he will continue to unlock its secrets.

**CAUSE**  
Ballard received letters from students after *Titanic*'s discovery.

**EFFECT**  
Ballard started the JASON Project to connect students with scientists.

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**PM8.30** Unit 8 | Getting There

## Review and Integrate Ideas

### 2 Determine Viewpoint

Remind students that they have learned about viewpoint. Review: *An author's viewpoint is his or her thoughts and feelings about a topic. The author chooses words and details that show this viewpoint.* Read aloud the first sentence from **Practice Master PM8.29**: "The first time Dr. Robert Ballard explored the ocean, he got quite a thrill." Explain: *The topic is Ballard's desire to explore the ocean.* Ask: *What does the author's use of the word thrill show about her viewpoint of Ballard's first experience?* (She saw it as exciting.)

Create a chart like the one below and have students use it to record words and details from **Practice Masters PM8.29–PM8.30** that show the author's viewpoint. Model the thinking: *The author writes "others might have been frightened off" by the wave incident, but it made Ballard want to be an ocean explorer even more. Her viewpoint is that he is fearless.* Then have students copy and complete the chart.

Words and Details	Author's Viewpoint
<ul style="list-style-type: none"> <li>"others might have been frightened off"</li> <li>"hooked for life"</li> <li>"determined to find this great ship"</li> </ul>	<p><i>Ballard is brave and determined to explore the ocean.</i></p>



## Daily Language Arts

### Daily Spelling and Word Work

Test page T539k

### Daily Grammar

Have students identify the future=tense verb on **Practice Master PM8.30**. (*will continue*) Then use page T539n to review and assess students' understanding of future tense.

### Daily Writing Skills

Ask students to imagine themselves as undersea explorers. What might they discover and how would they end their adventures? Then use page T539p to review and assess students' understanding of how to write a conclusion.

## 3 Compare Viewpoints

Explain to students that they will compare authors' viewpoints in "Climbing Toward Her Goal" and **Practice Masters PM8.29–PM8.30** with their own viewpoints. Display **eVisual 8.34**.



### Comparison Chart

Selection	Words and Details	Author's Viewpoint	My Viewpoint
"Climbing Toward Her Goal"	<ul style="list-style-type: none"> <li>• "loves mountains and learning about ancient civilizations"</li> <li>• "harsh climb"</li> <li>• "journey was long and hard"</li> </ul>	Ceruti <u>loves exploring</u> . She puts up with harsh conditions. Ceruti is <u>determined</u> .	Possible response: Ceruti is very interested in the past.
"Searching for Titanic"	<ul style="list-style-type: none"> <li>• "others might have been frightened off"</li> <li>• "determined to find this great ship"</li> </ul>	Ballard is <u>brave</u> . He was <u>determined to find Titanic</u> .	Possible response: Ballard is very patient.

**Comparison Chart: eVisual 8.34**



**INTERACTIVE WHITEBOARD TIP:** Have students underline similar words in the viewpoints.

Have students copy the chart and use it to compare authors' viewpoints in the two texts with their own viewpoints. Have them use the chart they worked on earlier as a starting point. Model making a comparison: *The author of "Searching for Titanic" presents Bob Ballard as brave. My viewpoint is that Ballard is also patient.*

Have student partners compare their charts and discuss how the authors' viewpoints in the two selections are similar and different. Then have students compare their own viewpoints of the two explorers. Have them identify details from the selections that helped them to form and support their opinions.

## Writing

### 4 Write About Viewpoint

Introduce the activity: *Now you will write a paragraph that compares your viewpoint of one of the explorers, Constanza Ceruti or Bob Ballard, with the author's viewpoint.* Allow time for students to review the Comparison charts and think about their viewpoints. Have volunteers share their comparisons. Have students add their comparisons to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### **BL** Below Level

**ISSUE** Students have difficulty identifying the author's viewpoint.

**STRATEGY** Have students look closely at the author's exact words. Ask them to think about something they love and to tell in their words what that means. Then have them think about what it means when the author writes that Ceruti "loves mountains and learning about ancient civilizations."

### **AL** Above Level

**ISSUE** Students do not use newly acquired vocabulary.

**STRATEGY** Prompt students to use content, academic, and/or classroom vocabulary in comparing and contrasting with questions, such as:

- *How can you say that using some of the Key Words?*
- *What Key Word can you use to say the two ideas are alike/different?*

# Academic Talk

## 5 Relate Readings to the Big Question

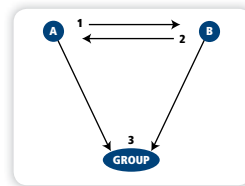
Have students recall the unit’s Big Question: What tools can we use to achieve our goals? *Think about “One Man’s Goal,” “Climbing Toward Her Goal,” Practice Masters PM8.28–PM829, and a Small Group Reading book you have read. What do these selections show about what characteristics help people reach their goals?*

Model a response to the question for the informational article “Searching for *Titanic*” in **Practice Masters PM8.29–PM8.30**: *I was interested in the detail that Ballard and his team worked day and night searching for Titanic. I think this determination helped him to succeed in finding the shipwreck because he wouldn’t give up.*



Use a **Three-Step Interview** to have students continue discussion about how the readings relate to the Big Question.

- Have students form pairs.
- Student A interviews Student B about a topic related to the readings. Possible topics:
  - *How does loving what they do help people reach their goals?*
  - *How does determination help people reach their goals?*
  - *How does courage help people reach their goals?*
  - *How does hard work help people reach their goals?*
- Partners reverse roles.
- Student A shares information from Student B with the class; then Student B shares information from Student A.



Three-Step Interview

## Best Practices

**Invite Critical Thinking** Arrange small groups and have each group write two questions about the Big Question. Encourage them to write questions without simple answers. Reconvene and orchestrate a discussion in which students raise their questions and others discuss possible answers.

## WRAP-UP

Form small groups. Have students discuss which of the following traits is the most important in helping people achieve their goals: love of what they do, courage, determination, or willingness to work hard. Explain that students should support their answer with examples from the readings. Give students five minutes to determine which trait they think is the most important. Then have a spokesperson for each group present its decision to the class.



## OBJECTIVES

**Thematic Connection: Tools and Navigation**

✔ Write a Story: Ideas

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Writing Rubric: Assessment Master A8.38**

### TECHNOLOGY ONLY

**Writing Trait: Ideas: eVisual 8.29**

## SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite/Gather Information
DAY 3	Get Organized/Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

## COMMON CORE STANDARDS

### Writing

Write Narratives Using Descriptive Details and Event Sequences	CC.3.W.3
Organize Events in a Sequence	CC.3.W.3.a
Plan, Revise, and Edit Writing	CC.3.W.5
Write Over Extended Time	CC.3.W.10
Frames for Specific Tasks, Purposes, and Audiences	

### Language and Vocabulary

Demonstrate Command of Grammar	CC.3.L.1
Form and Use Verbs	CC.3.L.1.d
Form and Use Verb Tenses	CC.3.L.1.e
Use Knowledge of Language	CC.3.L.3
Create Audio Recordings and Add Visual Displays	CC.3.SL.5

## Study a Model

### Read the Story

 pages 548–551

Read aloud the prompt and the model on **Student eEdition** page 548. Then have volunteers read aloud the notes next to the student sample, and have them identify the features of the model story. (The beginning introduces the main character, the setting, and problem. The writing has a clear voice and style throughout. The ending shows how the character solves the problem.)

### Review the Trait: Ideas

Tell students that in realistic fiction, the ideas must be clear and focused. The story should include enough details about the main character, setting, and problem, and how the character solves the problem. Display and read aloud **eVisual 8.29**. Point out the ideas of the model story (main character: Marvin; setting: a swimming pool in the present day; problem: The kids at the pool call him Super Chicken because he is afraid to dive off the diving board; Solution: Marvin jumps off the diving board). In addition, tell students that they should write their stories using their own voice and style.



### Writing Trait: Ideas

A story that has strong ideas

- introduces the main character, setting, and problem.
- shows how the character solves the problem.

[NGReach.com](https://www.ncreach.com) Writing Trait: Ideas: eVisual 8.29



**INTERACTIVE WHITEBOARD TIP:** Circle key words as you read them.

## Prewrite

### Choose a Topic

 Anthology page 549

Have students reread the prompt. Then ask questions such as *What is your role?* to unpack the prompt and begin completing a RAFT.

**Role:** Storyteller

**Audience:** Other students

**Form:** Story

Have students read step 1 on page 549 and then form pairs. Have partners share story ideas and respond to each other's ideas before they each complete a RAFT. Have partners ask and answer the question: *What is a goal that your character might have?*

### Gather Ideas

 Anthology page 549

Have a volunteer read step 2. Then have students brainstorm who their main character will be and what the character's goal will be. Have students also think about what or who is stopping the main character from reaching the goal. Tell students that this is the conflict, or problem, of the story. Finally, have students consider ways that the story will end. Remind them that the problem must be solved.

Writing Project

## Write as a Storyteller

### Write a Story

Write a story about someone who accomplishes an important goal. Add your story to a short story collection and share it with others.



### Study a Model

When you write a story, you create characters, a setting, and a plot. The plot often has a problem that the main character solves.

### Super Chicken!

by Devon Samuels

**Marvin** stood at the edge of the diving board. Every week, he climbed up the ladder of the high dive. Then, every week, he went right back down again. **The kids at the pool called him Super Chicken.**

Marvin looked down at the water. No way was he only three meters up! The pool people must have measured wrong. "Jump!" some kids yelled.

Marvin counted to ten, which always made him calm, and sprang off the board. He hit the water with a big splash. When he came up, everyone cheered. He grinned. No more Super Chicken!

The beginning introduces the **main character**, the **setting**, and the **problem**.

The writing has a clear voice and style. The writer uses words that show who he is.

The ending shows how the character solves the problem.

### Prewrite

1. **Choose a Topic** What will your story be about? Talk with a partner to come up with ideas.

#### Language Frames

##### Tell Your Ideas

I think \_\_\_\_\_ would be interesting.  
A story about \_\_\_\_\_ would be \_\_\_\_\_.  
\_\_\_\_\_ would make a great \_\_\_\_\_ for my story.

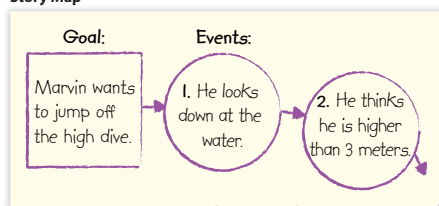
##### Respond to Ideas

I like that idea because \_\_\_\_\_.  
The main character should be someone who \_\_\_\_\_.  
A better \_\_\_\_\_ might be \_\_\_\_\_.

2. **Gather Information** Who will your main character be? What is the person's goal? Write down your ideas.

3. **Get Organized** Use a story map to help you organize the events.

#### Story Map



### Draft

Write your first paragraph. Then use your story map to guide the rest of your draft. Use words that sound like you.

Anthology  
pages 548–549

## Get Organized **Anthology** page 549

Have a volunteer read step 3. Draw students' attention to the graphic organizer and explain how to use a story map to organize their ideas. Say: *A story map is a good way to organize the events in your story. Start by writing the main character's goal in the story. Then, in the circles, write the events that lead up to the main character trying to accomplish the goal.*

Then have students use a story map to organize their ideas.

## Draft

### Write Ideas **Anthology** page 549

Invite a volunteer to read aloud the instructions. Ask students to review the main features of a story (main character, setting, problem, character solving the problem). Remind students that the character's goal in the story must be clear. In addition, their story needs to establish a situation for their character, and their conclusion must provide an ending, or a way for the character to accomplish the goal. Then have students use the story map to write their stories.

See **Differentiate**

## Differentiate

### **BL** Below Level

**ISSUE** Students have difficulty writing ideas for the main features of a story, such as the problem and the resolution of the problem.

**STRATEGY** Have students first think of a goal that they have wanted to accomplish. Then have them create a character who wants to accomplish the same goal. Ask guiding questions to help them identify possible problems for the character, such as: *What might stop this character from reaching that goal? Could a person stop him/her from reaching it? Could the character's own fear stop him/her from reaching the goal?*



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice pages T539k–T539l

### Daily Grammar ✓

Add a statement to the end of the student model, “Super Chicken,” on **Anthology** page 548: *Marvin will jump every week from now on!* Then use pages T539m–T539n for practice using future tense.

### Daily Writing Skills ✓

Read the ending in the model on **Anthology** page 548. Then use pages T539o–T539p to have students practice identifying and writing conclusions.

## Revise

### Read, Retell, Respond **Anthology** page 550

Read aloud step 1 on page 550. Have each partner read the other partner’s story. Have the readers give feedback using the Language Frames. Model how to offer feedback using the model on page 548: *This story is about Marvin. The first thing that happens is that the kids at the pool call him Super Chicken because he’s afraid to dive off the diving board. The story is good, but I’m not sure where the story takes place. I know the kids at the pool call him names. Is that where the story takes place?*

### Make Changes **Anthology** page 550

Read aloud the instructions and the sample changes in step 2 on page 550.

Check understanding:

- *In the first revision, why did the writer add a phrase?* (It was not clear where the story takes place.)
- *In the second revision, why did the writer make a revision?* (The words and sentences did not sound like the author’s voice.)

As students revise their stories, remind them that they need to establish a situation for their character and that their conclusion must provide an ending in which the problem is resolved. Explain that the main characters in their stories need to face a problem in reaching their goal, and the ending must show how the character solves that problem and accomplishes his or her goal.

If students have written their drafts on paper, instruct them to use revising marks on page 573 to improve their drafts. Remind them to write their stories using their own voice and style.

See **Differentiate**

## Edit and Proofread

### Check the Story **Anthology** page 551

Have students work with a partner to edit and proofread their stories. Then have students edit their stories, focusing on verb use. In addition, have students focus on the Week 4 spelling words as they proofread.

## Differentiate

### SN Special Needs

**ISSUE** Students are unable to revise or edit their stories.

**STRATEGY** Hold individual conferences with students. Read students’ stories aloud with them and discuss needed changes and ideas for improvements. As changes are made, read the revised stories aloud again, noting the improvements as you read.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the story. Next, talk about ways to improve your writing.

Language Frames	
<b>Retell</b> The story is about _____. It takes place _____. The first thing that happens is _____.	<b>Make Suggestions</b> I like the story, but I'm confused about where it happens. Is the setting _____? This story doesn't show who you are. You should use words that _____.

- 2. Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 573 to mark your changes.

- Make sure your readers know where your story takes place.

at the pool  
The kids called him Super Chicken.  
^

- Do your words and sentences sound like you? If not, change some.

No way was he  
He couldn't believe he was only three meters up!  
^

Edit and Proofread

Work with a partner to edit and proofread your story. Check verbs in the past tense. Use the marks on page 574 to show your changes.

Spelling Tip

For most regular verbs, add **-ed** to show past tense. For some regular verbs, change the base word before you add **-ed**.

Publish

- 1. On Your Own** Make a final copy of your story. Read it aloud to a younger or older friend or to family members. Tell them how you got your ideas.

Presentation Tips	
If you are the speaker...	If you are the listener...
Use gestures to help your listeners imagine what is happening in the story.	Listen attentively and picture the events in the story.
If you tell your story to younger children, retell it with simpler words and sentences.	Think about what lesson you could learn from the story.

- 2. With a Group** Make a short story collection. Put all your stories in a book or post them online. Think of a title that lets readers know that the stories are about goals.



Anthology page 550–551

# Publish

## On Your Own Anthology page 551

Have students write the final drafts of their stories. Then have them read their stories to the class. Demonstrate how to read the story using the model and the Presentation Tips. Read aloud the model on page 548 and use gestures at key moments of the story to help students imagine what is happening in the story.

Then create an audio recording of students reading their stories aloud to the class. Remind students to speak clearly and at a good pace.

Review the listening tips. After each reading, ask students to describe the character, setting, problem, and how the character solved the problem. Use the **Writing Rubric** to assess each story. Have students add the stories to their Weekly Writing folders.

## With a Group Anthology page 551

Collect students' stories into a collection. Post the collection online for other students, and also bind the stories together to make a book for the school library. Have students work together to make a visual display for the book. Allow students to brainstorm different titles that let readers know that the stories are about goals. Then have them narrow down the possible titles until the group agrees on one.

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's ideas are interesting. Details are accurate and show depth of knowledge of the topic.	The writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically. The writer's ideas are relevant to the topic and purpose.	The writing has a clear voice and tone. The writer's voice is consistent throughout. The writing is written for a specific audience.	Appropriate words were chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	All sentences are used and connected. The writing flows smoothly. When read aloud, the writing sounds like natural speech.	The writing has correct punctuation, spelling, and capitalization. Most of the sentences are complete.	The text is presented in an orderly way. The writer's message is conveyed clearly. The writing is easy to read and understand. The writer's message is clear and meaningful.
3	Most of the writing has a clear focus and the writer's ideas are interesting. Details are accurate and show depth of knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically. The writer's ideas are relevant to the topic and purpose.	Most of the writing has a clear voice and tone. The writer's voice is consistent throughout. The writing is written for a specific audience.	Most of the writing has appropriate words chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	Most of the writing has sentences used and connected. The writing flows smoothly. When read aloud, the writing sounds like natural speech.	Most of the writing has correct punctuation, spelling, and capitalization. Most of the sentences are complete.	Most of the text is presented in an orderly way. The writer's message is conveyed clearly. The writing is easy to read and understand. The writer's message is clear and meaningful.
2	The writing has a clear focus and the writer's ideas are interesting. Details are accurate and show depth of knowledge of the topic.	The writing has a clear structure and purpose. The writer's ideas are organized smoothly and logically. The writer's ideas are relevant to the topic and purpose.	The writing has a clear voice and tone. The writer's voice is consistent throughout. The writing is written for a specific audience.	Some of the writing has appropriate words chosen to convey the writer's message. Language used is appropriate for the purpose and audience.	Some of the writing has sentences used and connected. The writing flows smoothly. When read aloud, the writing sounds like natural speech.	Some of the writing has correct punctuation, spelling, and capitalization. Some of the sentences are complete.	Some of the text is presented in an orderly way. The writer's message is conveyed clearly. The writing is easy to read and understand. The writer's message is clear and meaningful.
1	The writing does not have a clear focus and the writer's ideas are not interesting. Details are inaccurate and show little knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not organized smoothly and logically. The writer's ideas are not relevant to the topic and purpose.	The writing does not have a clear voice and tone. The writer's voice is not consistent throughout. The writing is not written for a specific audience.	The writing does not have appropriate words chosen to convey the writer's message. Language used is not appropriate for the purpose and audience.	The writing does not have sentences used and connected. The writing does not flow smoothly. When read aloud, the writing does not sound like natural speech.	The writing does not have correct punctuation, spelling, and capitalization. The writing does not have complete sentences.	The text is not presented in an orderly way. The writer's message is not conveyed clearly. The writing is not easy to read and understand. The writer's message is not clear and meaningful.



# Week 4 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Describe Text Structure: Goal and Outcome
- Describe Characters
- Distinguish Viewpoints
- Determine the Main Idea and Supporting Details
- Relate Ideas: Cause and Effect
- Choose Reading Strategies

### ASSESSMENTS

**Reading Comprehension Test**

**Rock Climbing**

When people asked George Malloy why he wanted to climb Mount Everest, he said, "Because it's there." Some people just feel the need to climb!

Rock climbers like the challenge of a steep rock wall. These climbers use tools to reach their goals. They wear harnesses to protect their head in case of a fall. A ball of chalk in a bag helps keep their hands dry. Climbers also need good climbing shoes.

A climbing harness is important, too. This is a set of straps that cover the upper body and hips. Hooked onto the harness are metal rings called carabiners. These attach the harness to safety ropes that give the climber extra backup in a fall.

There is one climbing tool more important than any other. A partner! Another person gives the climber a second pair of eyes and hands. If there is an emergency, a partner can call for help. And when the climbers reach the top, there's somebody to share the view.

**Reading Comprehension Test**

1. What is the main idea of this article?

2. Why do most rock climbers want to climb?

3. Why do climbers wear a harness?

**Reading Strategy Assessment**

Plan and Monitor	Ask Questions	Main Idea/Theme
4 3 2 1	4 3 2 1	4 3 2 1

**Reading Comprehension Unit Test**  
A8.21–A8.26

**Reading Strategy Assessment**  
SG8.30–SG8.31

#### Fluency

- Expression
- Accuracy and Rate

**Oral Reading Assessment**

1. Taylor took over on the edge of her seat. It was the last basketball game of the season, and in the next three minutes her team could win it!

Although it was the final game, Taylor hadn't played in 10 years. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.

Taylor had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach had said. Taylor even asked her dad to put up a basketball hoop above the garage door, so she could practice more at home.

Taylor made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or the baskets out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-pointers down pat.

The game was almost over. Taylor's team was down two points when Coach called a time-out. In the huddle, Coach looked Taylor right in the eye and said, "There's a hole!" Taylor couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Marie passed her the ball. Bounce, bounce, bounce, shoot! The shooting was in, and she saw the ball sail toward the hoop. The ball was in the air, and she heard the soft swish of the ball as it dropped perfectly through the net.

**Oral Reading Assessment**

Accuracy	Rate	Expression
4 3 2 1	4 3 2 1	4 3 2 1

**Oral Reading Assessment**

Code	Score	4	3	2	1
1	4	4	3	2	1
2	3	3	2	1	0
3	2	2	1	0	0
4	1	1	0	0	0
5	0	0	0	0	0

**Oral Reading Assessment**  
A8.1–A8.3

*Use these passages throughout Unit 8. Work with Below Level students this week.*

#### Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Understand Word Relationships
- Use Context to Confirm Word Recognition: Homographs
- Spell Multisyllabic Words
- Use Commonly Misspelled Words Correctly

**Vocabulary Test**

1. What does **long** mean in this sentence?

2. What does **band** mean in this sentence?

**Vocabulary Test**

3. What does **bank** mean in this sentence?

4. What does **pool** mean in this sentence?

**Spelling Words**

Words with Multiple Syllables

- attention
- expectation
- favorite
- historic
- hobnob
- imagine
- importance
- messenger
- naturally
- necessity
- perfect
- preference
- questioning
- wandering

**Vocabulary Unit Test**  
A8.27–A8.29

**Spelling Pretest/ Spelling Test**  
T539k

#### Grammar and Writing

- Use Past-Tense Verbs
- Use Regular Past-Tense Verbs
- Use Irregular Past-Tense Verbs
- Use Subject-Verb Agreement
- Use Future-Tense Verbs
- Write a Conclusion

**Writing, Revising, and Editing Test**

Next summer, Tyler and his father \_\_\_\_\_ like the Oregon part of the Pacific Crest Trail. The trail goes from Canada to Mexico. Ever since Tyler \_\_\_\_\_ a little boy, he has dreamed of this hike. Last year, his father \_\_\_\_\_ that Tyler was still too young for the hike, but now his mom seems ready. Tyler and his dad \_\_\_\_\_ a hike to remember!

**Writing, Revising, and Editing Test**

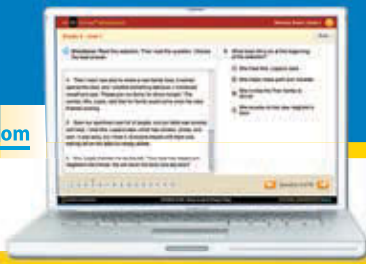
8. This summer, I will go to read a book series called The Contest. 9. It tells about a team of young climbers who are climbing Mount Everest. 10. My older sister read the series last summer. 11. Then she borrowed an atlas from the school library. 12. She wanted to learn about Mount Everest. 13. She and I will go to discuss the books when I am done reading them.

**Writing Rubric**

Criteria	4	3	2	1
Content	...	...	...	...
Organization	...	...	...	...
Style	...	...	...	...
Conventions	...	...	...	...

**Writing, Revising, and Editing Unit Test**  
A8.30–A8.33

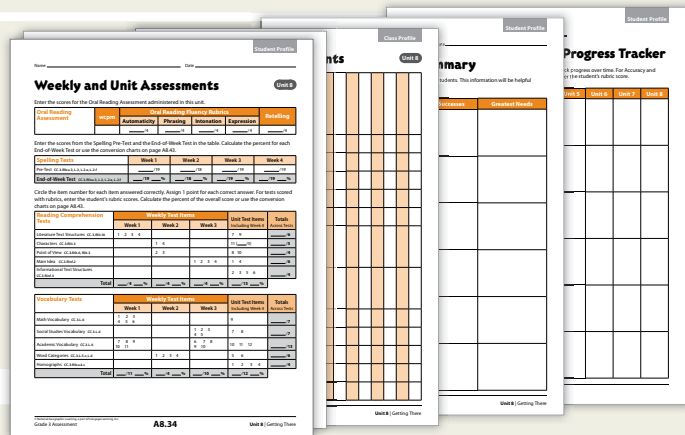
**Writing Rubric**  
A8.38



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A8.34–A8.35
- Class Profile: Weekly and Unit Assessments** A8.36
- Student Profile: Strengths and Needs Summary** A8.37
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Identify Cause and Effect: Reteaching Master RT8.10**
- Choose Reading Strategies: Reteaching Master RT8.11**

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)

### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach [NGReach.com](http://NGReach.com)



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Tests**
- Class Profile: Weekly and Unit Tests**
- Standards Summary Report**

### Vocabulary and Spelling

#### RETEACH

- Vocabulary Routine 6, page BP40**
- Spelling and Word Work Routine, page BP52**

#### ADDITIONAL PRACTICE

Vocabulary Games [NGReach.com](http://NGReach.com)

Daily Spelling Practice, pages T539k–T539l

### Grammar and Writing

#### RETEACH

- Verbs: Anthology Handbook, pages 592, 595–596**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Ideas: Reteaching Master RT8.12**


#### ADDITIONAL PRACTICE

More Grammar Practice PM8.32

Daily Writing Skills Practice, pages T539o–T539p

See Weeks 1–3 for additional reteaching resources.

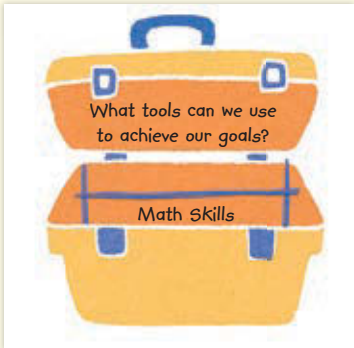
**Big Question** What tools can we use to achieve our goals?



**Talk Together**

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

**Concept Map**



**Write a Story**

Choose a tool for success from your concept map. Write a story about someone who used the tool to reach a goal.

552

Anthology  
pages 552–553

## OBJECTIVES

**Thematic Connection: Using Tools**  
Review Content

## PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM8.1

## COMMON CORE STANDARDS

### Writing

Include Illustrations CC.3.W.2.a  
Write Over Shorter Time CC.3.W.10  
for Specific Tasks and Purposes

### Speaking And Listening

Draw on Preparation to Explore Ideas CC.3.SL.1.a  
Ask Questions to Check CC.3.SL.1.c  
Understanding, Stay on Topic,  
and Link to Others' Remarks

### Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

#### Talk About It!

##### Talk Show

Work with two classmates. Pretend you are on a TV talk show. One person is the host. The other two are the guests. Discuss tools you use to achieve goals at home and at school.



#### Write It!

##### Plan a Trip

Work with a partner. Pretend you are going on a camping trip. Make a list of information, such as how much food you will need, how far your destination is, and how far you will travel each day.

#### Do It!

##### Guessing Game

Work with a small group to play a guessing game. Take turns. Pantomime something you have to use numbers to do, such as make a recipe or keep score for a game. Other classmates guess your actions.

#### Write It!

##### Make a Map

Imagine a place you would like to visit. Draw a map. Show how to get there from your home. Put distances and other information on your map. Share it with a partner.



553

## Academic Talk

### 1 Talk Together Anthology page 552

Display the Big Question. Read aloud the first paragraph on page 552. Have students revisit **Practice Master PM8.1** to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Encourage students to express their ideas and opinions: *Some people we have read about used tools that they could hold, but others used tools like their intelligence and endurance. Which types of tools do you think are most important? Why?*

## Writing

### 2 Write a Story Anthology page 552

Read aloud the instructions. Ask students to reflect on the examples from their completed **Practice Master PM8.1** and imagine a way someone could use the tool differently from how it was used in the reading. Have them think of what kinds of goals can be reached using this tool.

Remind students that stories have a beginning, middle, and end. Tell them to include setting and character descriptions in their stories, as well as dialogue. Once students complete their stories, have them share in pairs.

## Unit Projects

### 3 Share Your Ideas Anthology page 553

Read aloud the project options. Have students who have chosen projects that require a partner or small group gather in designated areas. Have the other students work independently at their desks.

### Talk About It!



#### Plan

Ask students to determine who will be the host and the guests. Have the host prepare questions for the guests so they can think about their answers in advance, such as:

- What is one of your goals?
- What tools do you need to use to achieve your goal?

#### Talk Show

Have the host ask the prepared questions. Guests should take turns answering the questions. They should link their responses to the other students' remarks when possible. Encourage the host to comment on guests' answers.

Have students give each other reminders to stay on topic.

Ask Questions to Check Understanding,  
Stay on Topic, and Link to Others' Remarks      CC.3.SL.1.c

### Write It!



#### Plan

Review math words that describe measurement and distance. Explain that students can use these words when creating their lists.

#### Plan a Trip

Remind students that when people go camping, they must take everything they will require to have their basic needs met, including shelter, food and drink, sources of heat and light, and so on. Have pairs consider this fact as they brainstorm things that they will need to take on the trip. Students should ask each other questions, such as: What do you think is important to bring on the trip? What would we do with that? Why is that important?

Write Over Shorter Time for  
Specific Tasks      CC.3.W.10

### Do It!



#### Plan

Model how to pantomime an action. For example, you might act out counting money in order to pay a bill.

#### Guessing Game

Give students time to brainstorm actions that they can pantomime. Emphasize that numbers should be necessary to complete the action.

The first classmate to correctly guess what the student is pretending to do can pantomime the next activity. To extend the activity, once an action has been guessed, ask students to explain how numbers are used to perform it.

Draw on Preparation and Other  
Information to Explore Ideas      CC.3.SL.1.a

### Write It!



#### MATERIALS

*reference materials*

#### Plan

Remind students that *miles* is a measure of distance. Give an example of a place that is about one mile from the school.

#### Make a Map

Have students draw their maps, including place labels. They may then label the map with estimated distances, or they can look up actual distances in atlases or online directories.

Include Illustrations      CC.3.W.2.a



# Unit 8 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources





Click links in the Teacher eEdition



Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool

## More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



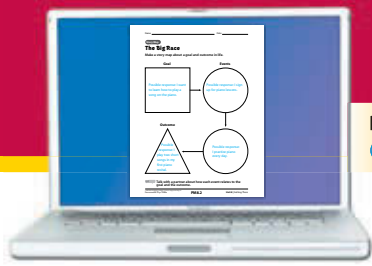
Read With Me MP3s



Sing With Me MP3s



Go to [NGReach.com](http://NGReach.com) for practice resources.



## Contents at a Glance

	Practice Masters	Pages
	<b>Family Newsletter 8: English and Spanish</b>	
Week 1	<b>Day 1:</b> Unit Concept Map . . . . .	PM8.1
	Story Map . . . . .	PM8.2
	<b>Day 3:</b> Grammar Game . . . . .	PM8.3
	<b>Day 4:</b> Grammar and Writing . . . . .	PM8.4
	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM8.5
	Cause-and-Effect Chart . . . . .	PM8.6
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	<b>Reteach:</b> Grammar Reteach . . . . .	PM8.8
Week 2	<b>Day 1:</b> Grammar Game . . . . .	PM8.9
	<b>Day 2:</b> Grammar Game . . . . .	PM8.10
	<b>Day 3:</b> Comparison Chart . . . . .	PM8.11
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	<b>Day 4:</b> Mark-Up Reading . . . . .	PM8.13
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	<b>Reteach:</b> Grammar Reteach . . . . .	PM8.17
Week 3	<b>Day 1:</b> Main Idea Diagram . . . . .	PM8.18
	<b>Day 3:</b> Grammar Game . . . . .	PM8.19
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	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM8.21
	Main Idea Diagram . . . . .	PM8.22
	Fluency Practice . . . . .	PM8.23
	<b>Reteach:</b> Grammar Reteach . . . . .	PM8.24
Week 4	<b>Day 1:</b> Grammar Game . . . . .	PM8.25
	<b>Day 2:</b> Grammar Game . . . . .	PM8.26
	<b>Day 3:</b> Venn Diagram . . . . .	PM8.27
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	<b>Day 4:</b> Mark-Up Reading . . . . .	PM8.29
	Grammar and Writing . . . . .	PM8.31
	<b>Reteach:</b> Grammar Reteach . . . . .	PM8.32





# NATIONAL GEOGRAPHIC Reach



## NEWSLETTER

Level D | Unit 8

### Dear Family Member,

“What tools can we use to achieve our goals?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about using planning and perseverance to reach goals. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Talk together about places where you have traveled. Share details about where you went and how you got there. Try to use the New Words in your discussion.
2. Work together to complete the list below. In the first column, write where you went. In the second column, write how you got there. In the third column, write how long it took to get there. In the fourth column, write the distance traveled. Add other places you have visited in the next rows.
3. Remind your student to bring the completed list to class.

### What We're Reading

#### “Running Shoes”

by Frederick Lipp

In this story, new shoes help a Cambodian girl reach her goal.

#### “Two Clever Plans”

retold by Colleen Pellier and Margaret Read MacDonald

A myth and a folk tale show that cleverness can be as important as strength.

#### “One Man’s Goal”

by Catherine Clarke Fox

In this article, the author describes one man’s extreme challenge.

#### “Climbing Toward Her Goal”

by Guadalupe López

This profile shows how Explorer Constanza Ceruti reached her childhood goal of living and working in the mountains.

**And more!**

COPY READY

**Where You Went**

**How You Got There**

**How Long It Took**

**Distance Traveled**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# New Words

## Weeks 1 and 2

achieve

feet

meter

direction

goal

strategy

distance

kilometer

unit

estimate

measurement

## Weeks 3 and 4

challenge

endurance

location

continent

explore


prepare

destination

globe

discover

journey

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



# NATIONAL GEOGRAPHIC Reach



## BOLETÍN DE NOTICIAS

Nivel D | Unidad 8

### Estimado miembro de la familia,

“¿Qué herramientas podemos utilizar para alcanzar nuestras metas?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de la planificación y perseverancia para alcanzar metas. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

### Instrucciones:

1. Juntos, hablen acerca de lugares a los que hayan viajado. Compartan detalles acerca de adónde fueron y cómo llegaron allá. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, completen la lista que aparece más abajo. En la primera columna, escriban adónde fueron. En la segunda columna, escriban cómo llegaron allá. En la tercera columna, escriban cuánto tiempo les tomó llegar al lugar. En la cuarta columna, escriban la distancia del viaje. En las próximas filas, agreguen otros lugares que hayan visitado.
3. Recuerde a su estudiante traer la lista completa a clase.

### Qué estamos leyendo

#### “Running Shoes”

por Frederick Lipp

En esta historia, unos zapatos nuevos ayudan a esta chica de Camboya a alcanzar su meta.

#### “Two Clever Plans”

re-narrado por Colleen Pellier y Margaret Read MacDonald

Un mito y un cuento popular muestran que el ingenio puede ser tan importante como la fuerza.

#### “One Man’s Goal”

por Catherine Clarke Fox

En este artículo, la autora describe el desafío extremo de un hombre.

#### “Climbing Toward Her Goal”

por Guadalupe López

Este perfil muestra cómo la exploradora Constanza Ceruti alcanzó la meta de su niñez que era vivir y trabajar en las montañas.

¡Y más!

COPY READY

Adónde fueron

Cómo llegaron allá

Cuánto tiempo tardó el viaje

Distancia del viaje

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Family Newsletter 8 | Spanish



# Nuevas Palabras

## Semanas 1 y 2

achieve

alcanzar

feet

pies

meter

metro

direction

dirección

goal

meta

strategy

estrategia

distance

distancia

kilometer

kilómetro

unit

unidad

estimate

calcular

measurement

medida

## Semanas 3 y 4

challenge

desafío

endurance

resistencia

location

lugar

continent

continente

explore

explorar

prepare

preparar

destination

destino

globe

globo

discover

descubrir

journey

viaje

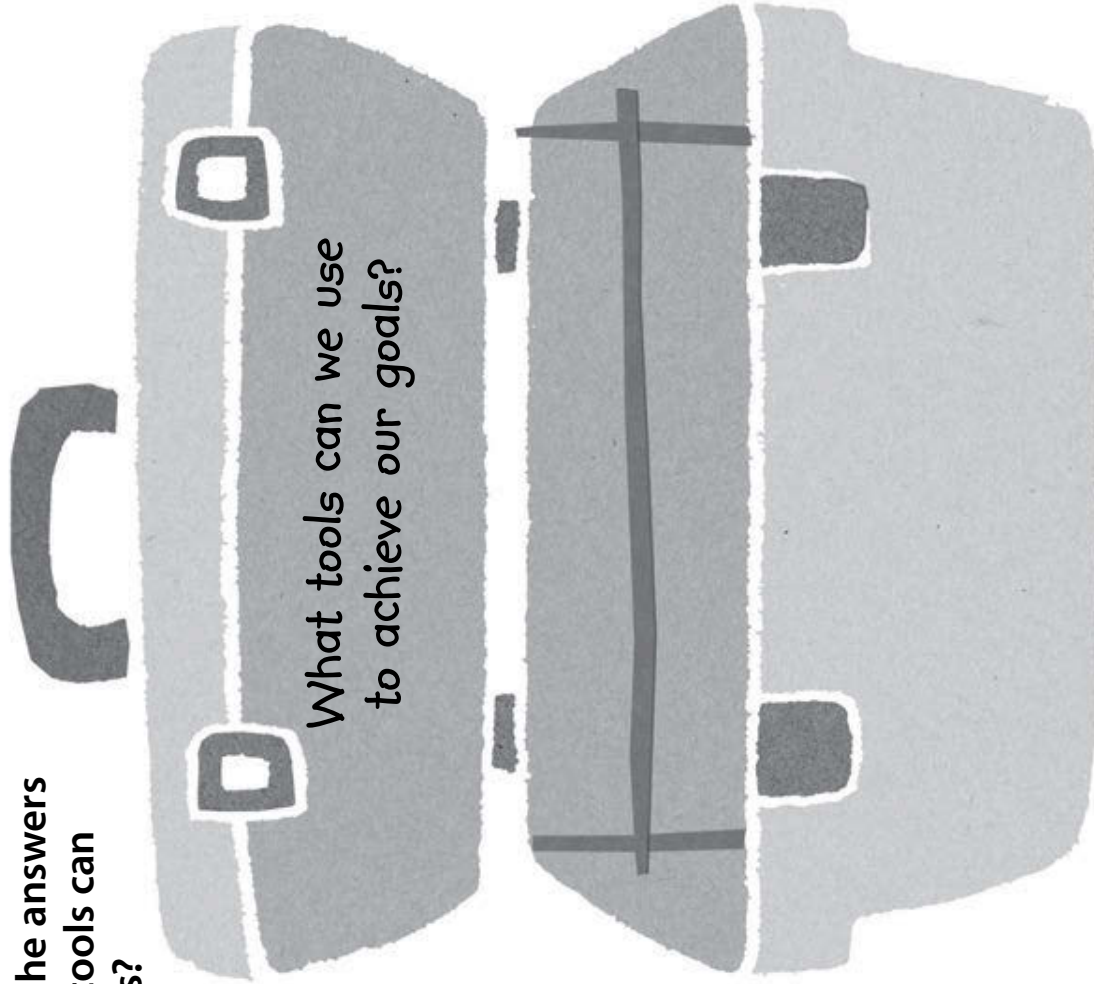
Aprenda y juegue con palabras.  [NGReach.com](https://www.ngreach.com)



Unit Concept Map

# Getting There

Make a concept map with the answers to the Big Question: What tools can we use to achieve our goals?



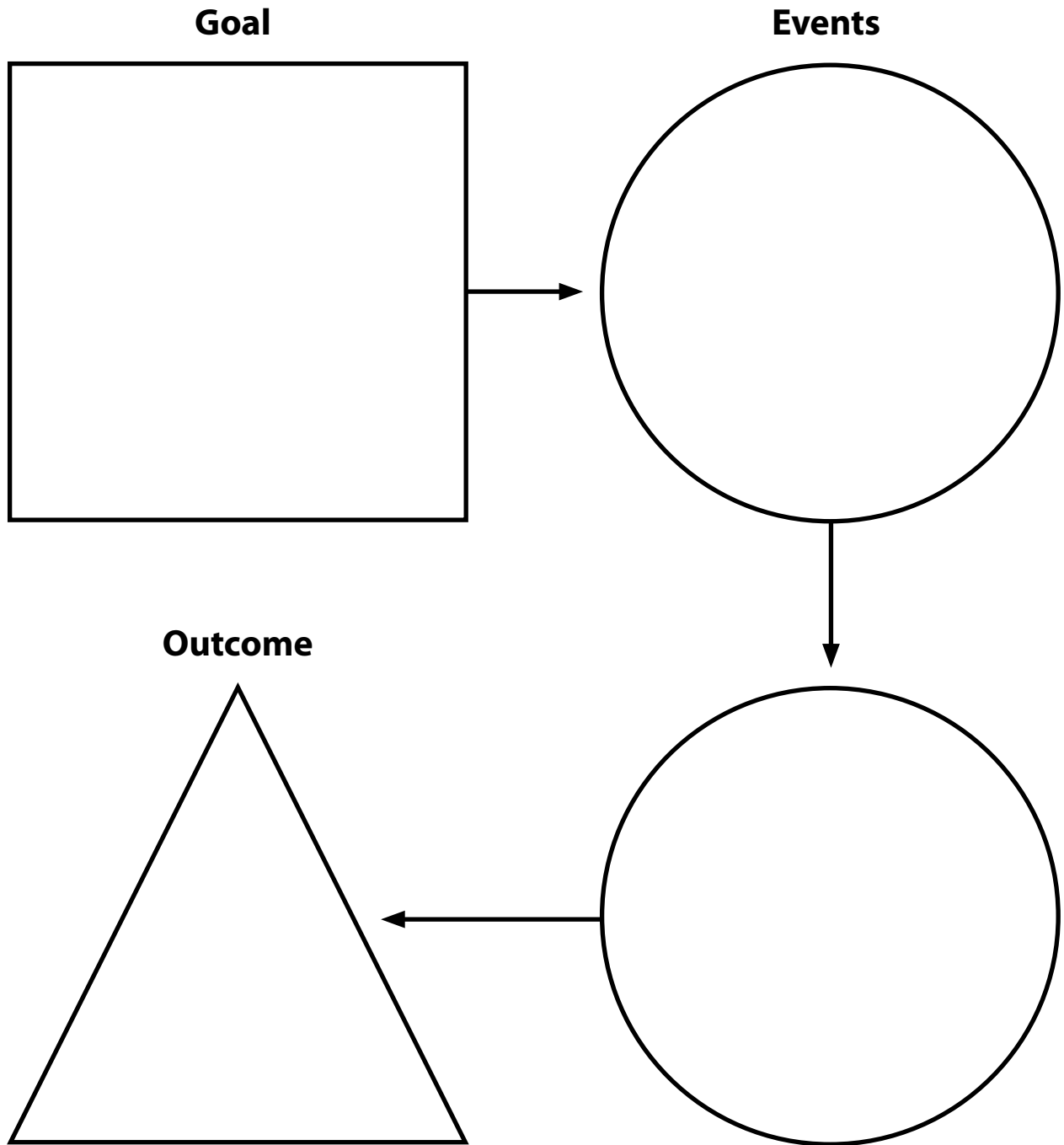
COPY READY


Story Map

# The Big Race

Make a story map about a goal and outcome in life.

COPY READY



 Talk with a partner about how each event relates to the goal and the outcome.

**Grammar: Game**

# You Started Here and Ended There

**Directions:**

1. Take turns flipping a coin. For heads, move 2 squares. For tails, move 1 square.
2. Spell the past-tense form of the verb in the square. Then use the past-tense verb in a sentence.
3. If your partner agrees the verb is spelled and used correctly, take one more turn. If not, your partner takes his or her turn.
4. The player who reaches the end first wins.

COPY READY

			<b>END</b>
hurry	stay	enjoy	play
divide		subtract	stop
shrug		operate	classify
trip		multiply	obey
add		reply	beg
			chase
<b>START</b>			

## Grammar: Grammar and Writing

**Edit and Proofread**

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs

**Editing and Proofreading Marks**

^	Add.
↵	Take out.
≡	Capitalize.
⊙	Add period.
^,	Add comma.

Yesterday afternoon, Ms. Sophy <sup>passed</sup> ~~pass~~ <sup>y</sup> out math problems. She enjoy the math lesson that morning and hope the children could do the problems. They study the problems carefully. Pencils began to make a *scritch-scratch* sound. The children added and subtract, and they multiply and divided.

As students finish, Ms. Sophy sent them outside. A few grab each other's hands and ran in circles until they fell down laughing. They all jumped up and play again. One boy organize a game of tag. Runners zigzagged everywhere until the boy finally tag a player.

At that moment, Ms. Sophy walked out. One of the girls cry out, "Tell us about your first day of school again, Ms. Sophy!"



**Test-Taking Strategy Practice**

# Skip and Return to Questions

**Directions:** Read each question about “Running Shoes.” Choose the best answer.

## Sample

- 1** The class giggles at Sophy. What can you infer?
- A They giggle because Sophy is a girl.
  - B They giggle because Sophy wears running shoes.
  - C They giggle because Sophy is from Andong Kralong.
  - D They giggle because Sophy walks barefoot into the classroom.

- 2** What happens after Sophy’s first day of school?
- A Sophy wins a race against the boys.
  - B Sophy’s father teaches her to read her name.
  - C Sophy announces that she wants to learn to read.
  - D The postal van drops off a package by Sophy’s door.
- 3** What does Sophy’s mother think of when she lets Sophy go to school?
- A the eight kilometers Sophy will have to run everyday
  - B Sophy and her father
  - C Sophy’s new shoes
  - D the number man

 **How did you use the test-taking strategy to answer the question?**

Story Map

# "Running Shoes"

Make a story map for "Running Shoes."

### Goal

Sophy wants to go to school.

### Events

1. The number man comes to her village.
2. He orders running shoes for Sophy.
- 3.

### Outcome

COPY READY

Use your story map to talk with a partner about how Sophy achieves her goal.

**Fluency Practice**

# “Running Shoes”

Use this passage to practice reading with proper intonation.

“Running shoes!” she yelled. She carefully put	7
on each shoe. “Now my wish will come true.”	16
“What wish?” her mother asked.	21
“I want to go to school.”	27
“But the school is eight kilometers away over horrible roads.”	37
“Yes, but now I have running shoes!” Sophy	45
said as she bounced up and down.	52

**From “Running Shoes,” page 496**

COPY READY

**Intonation**

- |   |  |
|---|--|
| <input type="checkbox"/> 1 Does not change pitch.                     | <input type="checkbox"/> 3 Changes pitch to match some of the content. |
| <input type="checkbox"/> 2 Changes pitch, but does not match content. | <input type="checkbox"/> 4 Changes pitch to match all of the content.  |

**Accuracy and Rate Formula**

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

## Grammar: Reteach

**Wings Fluttered By****Grammar Rules Past-Tense Verbs**

A **past-tense** verb tells about an action that happened in the past.

Just add <b>-ed</b> to most verbs to form the past tense.	start + ed = started
If a verb ends in silent <u>e</u> , drop the <u>e</u> and add <b>-ed</b> .	surprise <sup>y</sup> + ed = surprised
If a one-syllable verb ends in one vowel and one consonant, double the final consonant and add <b>-ed</b> .	flip + p + ed = flipped
If a verb ends in a consonant and <b>y</b> , change the <b>y</b> to <b>i</b> and add <b>-ed</b> .	reply <sup>y</sup> + i + ed = replied
If a verb ends in a vowel and <b>y</b> , add <b>-ed</b> .	delay + ed = delayed

Read each sentence. Write the correct past-tense verb on the line.

1. My big brother and I \_\_\_\_\_ three miles to Silver Lake.  
(bike)
2. We \_\_\_\_\_ there at noon after biking for 40 minutes.  
(arrive)
3. We were so thirsty we \_\_\_\_\_ our one-liter water bottles.  
(empty)
4. Then we \_\_\_\_\_ and \_\_\_\_\_ for an hour.  
(walk) (climb)
5. We got home at 8 p.m. because a storm \_\_\_\_\_ us.  
(delay)

 Tell a partner about an outing. Use past-tense verbs with **-ed**.



**Grammar: Game**

# Connect the Verbs

**Directions:**

1. Copy the grid below on gray and white paper and cut out the verb cards. Mix up the gray cards and spread them out face down. Mix up the white cards and spread them out face down near the gray cards.
2. Take turns turning over one gray card and one white card. Read aloud the verbs on the cards.
3. Are the words forms of the same verb? If not, turn them face down again.
4. If the words are forms of the same verb, use the past-tense form of the verb in a sentence. For example, if you match *do*, *does* and *did*, use *did* in a sentence.
5. If you made a match and used the past-tense correctly, keep the cards. If not, put the cards back. The player with more cards at the end of the game wins.

do, does	do, does	did	did
have, has	have, has	had	had
am, is	am, is	was	was
are	are	were	were

**Grammar: Game****From Present to Past****Directions:**

1. With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
2. Take turns turning over the top card.
3. Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
4. The game ends when all the cards have been taken. The player with the most cards wins.

<b>become</b>	<b>do</b>	<b>are</b>	<b>has</b>
<b>say</b>	<b>know</b>	<b>read</b>	<b>is</b>
<b>achieve</b>	<b>reply</b>	<b>stop</b>	<b>choose</b>
<b>find</b>	<b>have</b>	<b>does</b>	<b>am</b>

**Comparison Chart**

# Compare Settings

Compare the settings in "Three Golden Apples" and "Turtle and His Four Cousins."

	"Three Golden Apples"	"Turtle and His Four Cousins"
<b>Where</b>	Greece	
<b>When</b>		

COPY READY

 Talk with a partner about the stories. Tell which story character you liked best and why.

## Grammar: Practice

**After School****Grammar Rules Verb Tenses: Present and Past**

Use present tense to tell about an action that happens now or happens often.

Use past tense to tell about an action that already happened.

Present tense → **I run** three kilometers every day.


Past tense → **I ran** three kilometers yesterday.

Fill in the blanks with present-tense or past-tense verbs.

Every day after school, I \_\_\_\_\_ soccer. Yesterday, we  
(play)  
\_\_\_\_\_ a game. At first, I \_\_\_\_\_ nothing. I \_\_\_\_\_ on  
(play) (do) (am)  
the bench. I \_\_\_\_\_ my friends. Then the coach \_\_\_\_\_ over  
(watch) (run)  
to me.

“Maria,” she said, “You always \_\_\_\_\_ fast. You always  
(run)  
\_\_\_\_\_ the ball well. We \_\_\_\_\_ you now.”  
(kick) (need)

I \_\_\_\_\_ out on the field. I \_\_\_\_\_ a goal! Our team  
(go) (score)  
\_\_\_\_\_ the winner!  
(is)

 Tell a partner about something you did yesterday and something you do almost every day. Use past-tense and present-tense verbs.





**Mark-Up Reading**

# Rambé and Ambé Trick the Cat (continued)

## SCENE THREE

[Several days later, CAT's strategy has worked. RAMBÉ and AMBÉ talk nervously.]

**RAMBÉ:** Have you noticed that mice have been disappearing?

**AMBÉ** [*angry*]: I *knew* we shouldn't trust Cat. She must be up to something!

**RAMBÉ** [*now also angry*]: I think I have a plan.

[RAMBÉ and AMBÉ put their heads together and whisper quietly.]

## SCENE FOUR

[Next morning, the MICE walk by CAT, bowing respectfully as they pass. RAMBÉ leads and AMBÉ is the last mouse in line.]

**RAMBÉ** [*bows to CAT, then looks toward the end of the line*]: Where are you, friend Ambé?

**AMBÉ** [*waving excitedly*]: Here I am, here I am, friend Rambé!

[The two mice call cheerfully to one another, back and forth. All the MICE watch AMBÉ until he passes CAT safely.]

**CAT** [*mutters angrily*]: What a racket! How can I be expected to eat the last mouse with everyone looking? But this must be an accident! This afternoon those two will be in the middle of the line, and I will find a nice, fat mouse at the end!

**Explain Viewpoints:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark-Up Reading

# Rambé and Ambé Trick the Cat (continued)

## SCENE FIVE

[That afternoon, CAT is furious to find that RAMBÉ and AMBÉ are again in the same positions. Once more, the two friends exchange noisy, cheerful greetings and AMBÉ escapes.]

**RAMBÉ** [grimly to AMBÉ when they meet later]: I wonder how long Cat will put up with this game. Sooner or later she's sure to "smell a rat," if you'll pardon the expression. But we've got to beat her!

## SCENE SIX

[Next morning, CAT is hungry and desperate. When RAMBÉ and AMBÉ start their game again, CAT leaps furiously at all the MICE, but they easily scamper out of reach of her claws. CAT hisses and spits in anger.]

**RAMBÉ** [boldly, from a safe distance]: Cat, how many times do you think you could fool us? We now know better than to ever trust you again!

**CAT** [now tearful from hunger and frustration]: You are all wicked to treat a poor old neighbor in this way! I'll never speak to any of you again!

**AMBÉ** [laughing at RAMBÉ's side]: That works for us! Enjoy the great outdoors.

**Explain Viewpoints:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COPY READY

## Grammar: Grammar and Writing

**Edit and Proofread**

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs
- irregular past-tense verbs

**Editing and Proofreading Marks**

^	Add.
↵	Take out.
≡	Capitalize.
⊙	Add period.
^,	Add comma.

Last week, Atalanta <sup>read</sup> ~~readed~~ about a turtle who raced a deer—and won! She wanted to race Turtle, so she and Melanion went to Cuba.

They finded Turtle crawling on the beach. How did this turtle beat a deer? “What is the secret of your speed?” Melanion askd. Turtle just shruged, but he agreed to a race.

After Atalanta and Melanion left, Turtle called his cousins. They divideed the route again.

The next day, Atalanta were on the beach. Melanion had gone to the finish line to wait. Guess who he surprised? “I knowed you had a secret!” sayed Melanion. Turtle replied, “I have cousins along the route.” When Atalanta arrived, all three enjoied a laugh. “It was a clever trick!” admitted Atalanta.



**Grammar: Reteach**

# Grab Your Kite!

## Grammar Rules Past-Tense Verbs

A **past-tense** verb tells about an action that happened in the past.

Use rules to form **regular past-tense verbs**.

follow + <u>ed</u> = followed	reply + <u>i</u> + <u>ed</u> = replied
wade + <u>ed</u> = waded	tip + <u>p</u> + <u>ed</u> = tipped
obey + <u>ed</u> = obeyed	

Learn **irregular past-tense verbs**.

am, is, are → was, were	become → became	eat → ate
come → came	do, does → did	say → said
go, goes → went	have, has → had	read → read
choose → chose	find → found	know → knew

Read paragraph A. In paragraph B, write the past-tense form of each underlined verb.

- A.** Today is very windy. We try to fly our kites. My friend's kite drops hard, and it comes close to the ground. My kite surprises me. It does a funny swoop, and then it flips!
- B.** Yesterday \_\_\_\_\_ very windy. We \_\_\_\_\_ to fly our kites. My friend's kite \_\_\_\_\_ hard, and it \_\_\_\_\_ close to the ground. My kite \_\_\_\_\_ me. It \_\_\_\_\_ a funny swoop, and then it \_\_\_\_\_!

 Use past-tense verbs to tell a partner about a weather experience.

COPY READY

Main Idea Diagram

# Interesting Places

Make a main idea diagram about the main idea: There are many interesting places to visit.

Main Idea

There are many interesting places to visit.

Details

--	--

Take turns with your partner telling more details that could support the main idea.

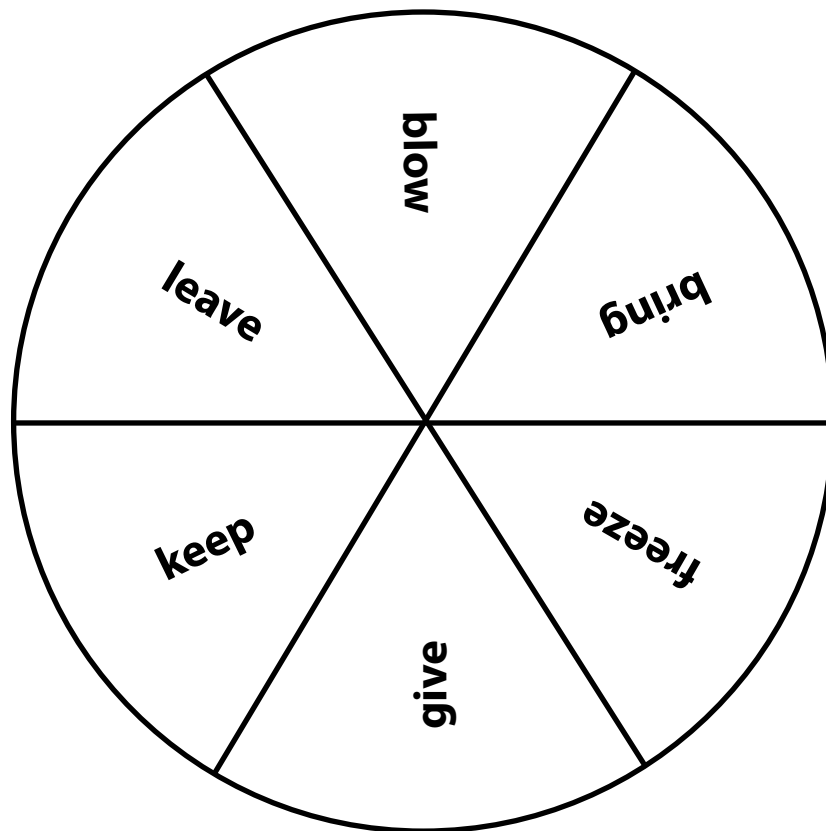
**Grammar: Game**

# Irregular Travel

**Directions:**

1. **Imagine your travel plans:** Would you like to travel on a flying carpet or grab a ride on a whale? Think of unusual ways to travel. Play with a partner. First, tell your partner how you're traveling.
2. **Take turns spinning:** Spin for a verb. Read aloud the verb and then say and spell its past-tense form.
3. **Use the past-tense verb:** Remember to tell how you're traveling. Then use the past-tense verb to tell something about your trip. Example: *I traveled to Alaska on a dolphin and the cold water froze my cellphone.*
4. **Score:** If you spelled and used the past-tense verb correctly, score one point. The player with the most points after six rounds wins the game.

**Verbs**



**Make a Spinner**

1. Put a paper clip over the center of the spinner.
2. Put a pencil point through a loop of the paper clip.
3. Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

COPY READY

**Grammar: Grammar and Writing**

# Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- irregular past-tense verbs
- subject-verb agreement

### Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
⦿	Add period.
^,	Add comma.

I remember my first camping trip like it <sup>was</sup> ~~are~~ <sup>^</sup> yesterday. My dad, brother, and I leaved our home in the city on a Saturday morning. On the way, we stopped at a grocery store and buyed food. My dad bringed all of our camping supplies in the back of his truck. As we rided up the winding mountain road, we seen many amazing views.

When we got to the campground, my brother and I helped our dad pitch the tent. After our campsite are ready, we went on a hike. But when we is in the middle of the forest, my dad stopped. He looked in his bag. "I thought I have a compass in here," he said. "Uh oh," my brother said. "I taked it yesterday to my friend's house."

"Don't worry," my dad said. "I can get us back to our campsite in no time." He does his best, but it still took us over an hour!



**Test-Taking Strategy Practice**

# Skip and Return to Questions

Read each question about "One Man's Goal."  
Choose the best answer.

## Sample

**1** What message is Eruç trying to teach students?

- Ⓐ Never give up on your dreams.
- Ⓑ Traveling can be dangerous.
- Ⓒ Always take a music player with you.

**2** What motivated Eruç to climb on six continents?

- Ⓐ his love of high places
- Ⓑ the daily challenges he faces
- Ⓒ the memory of a hiker friend

**3** Why did Eruç go to Papua New Guinea?

- Ⓐ There was a mountain to climb there.
- Ⓑ The wind and rain pushed him there.
- Ⓒ He needed to fix his boat there.

**4** What is one way Eruç did not travel?

- Ⓐ by boat
- Ⓑ by car
- Ⓒ by bike

**How did you use the test test-taking strategy to answer the question?**


**Main Idea Diagram**

# "One Man's Goal"

Make a main idea diagram for different sections of "One Man's Goal."

COPY READY

Main Idea	Details
Eruç decided to go around the world.	He left California in a boat in 2007. He rowed across the Pacific Ocean to Australia.

 Use your main idea diagrams to summarize parts of the selection for a partner.

**Fluency Practice**

# “One Man’s Goal”

Use this passage to practice reading with proper phrasing.

Crossing the Pacific was amazing, but that was only part of Eruç’s 12  
 journey. He was determined to go around the world—using his 23  
 own energy! 25  
 During his journey, Eruç wanted to climb the tallest peaks on six 37  
 continents to honor the memory of a fellow climber. Eruç planned to bike, 50  
 walk, climb, and row the world—without any motors to help him. 62

**From “One Man’s Goal,” page 529**

COPY READY

**Phrasing**

- 1  Rarely pauses while reading the text.
- 2  Occasionally pauses while reading the text.
- 3  Frequently pauses at appropriate points in the text.
- 4  Consistently pauses at all appropriate points in the text.

**Accuracy and Rate Formula**

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

## Grammar: Reteach

**It Was a New View!****Grammar Rules Irregular Past-Tense Forms**

A **past-tense** verb tells about an action that happened in the past.

**Irregular past-tense verbs** have special forms to learn.

am, is, are → <b>was, were</b>	do, does → <b>did</b>	have, has → <b>had</b>
begin → <b>began</b>	blow → <b>blew</b>	bring → <b>brought</b>
buy → <b>bought</b>	come → <b>came</b>	freeze → <b>froze</b>
give → <b>gave</b>	keep → <b>kept</b>	leave → <b>left</b>
ride → <b>rode</b>	see → <b>saw</b>	take → <b>took</b>

Write the correct verb forms on the blank lines.

- Last week, we \_\_\_\_\_ in a hot-air balloon!  
(are)
- We \_\_\_\_\_ in a park and floated toward the clouds.  
(begin)
- We \_\_\_\_\_ patchwork fields with crops and cows!  
(see)
- A wind \_\_\_\_\_ us over town, and we \_\_\_\_\_ photos.  
(blows) (take)
- Our trip \_\_\_\_\_ us a bird's eye view of our town.  
(gives)
- We \_\_\_\_\_ in the balloon all afternoon.  
(ride)
- The pilot \_\_\_\_\_ us down, and we \_\_\_\_\_ the balloon.  
(bring) (leave)

 Use irregular past-tense verbs to tell a partner about an amazing trip.



**Grammar: Game**

# Into the Future!

**To Prepare:**

1. Work in a group. Write each subject with its verb on a card.
2. Mix up the cards, and place them face down in a stack.

**To Play:**

1. Take turns turning over the top card. Read the subject and verb.
2. Then use the subject and future tense in a sentence. For example, if you choose the card *I discover*, say: *I will discover a new island.*
3. If the group agrees that you have used the future tense correctly, keep the card. If not, put the card at the bottom of the stack. The player with the most cards at the end of the game wins.

<b>He rides</b>	<b>We climbed</b>	<b>I discover</b>	<b>We estimate</b>
<b>They started</b>	<b>He found</b>	<b>You took</b>	<b>She achieves</b>
<b>She rows</b>	<b>I explored</b>	<b>He began</b>	<b>It froze</b>
<b>It travels</b>	<b>You fly</b>	<b>They pack</b>	<b>She chose</b>

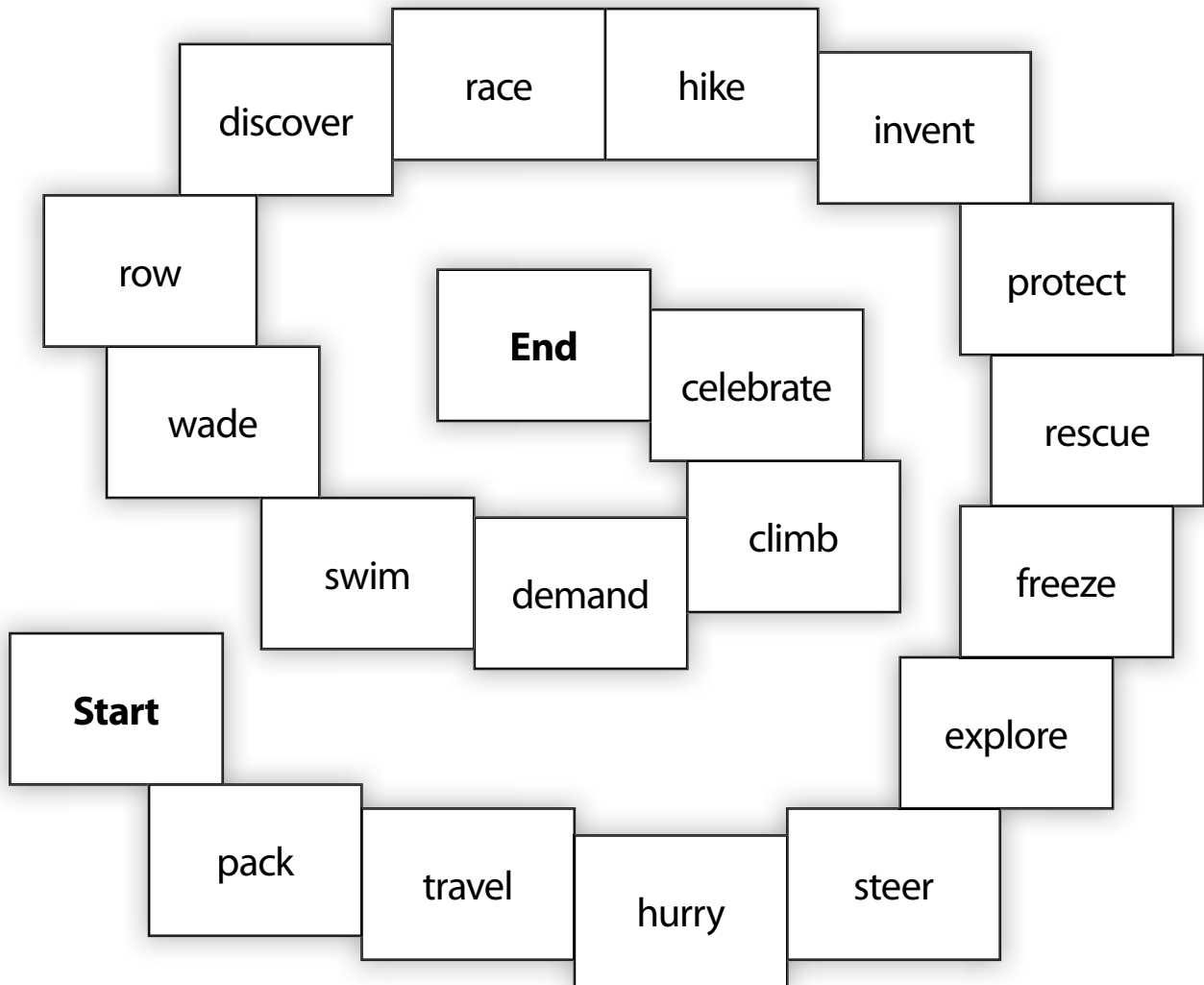
**Grammar: Game**

# Who Will Reach the Top First?

**Directions:**

1. Write *will*, *am going to*, *is going to*, and *are going to* on index cards. Mix them up, and stack them face down.
2. Take turns flipping a coin. For heads, move two squares; for tails, move one.
3. Pick a card. Read the card and the verb in the square. Then use them in a sentence. Place the card at the bottom of the stack.
4. If your sentence is correct, stay where you are. If not, go back one.

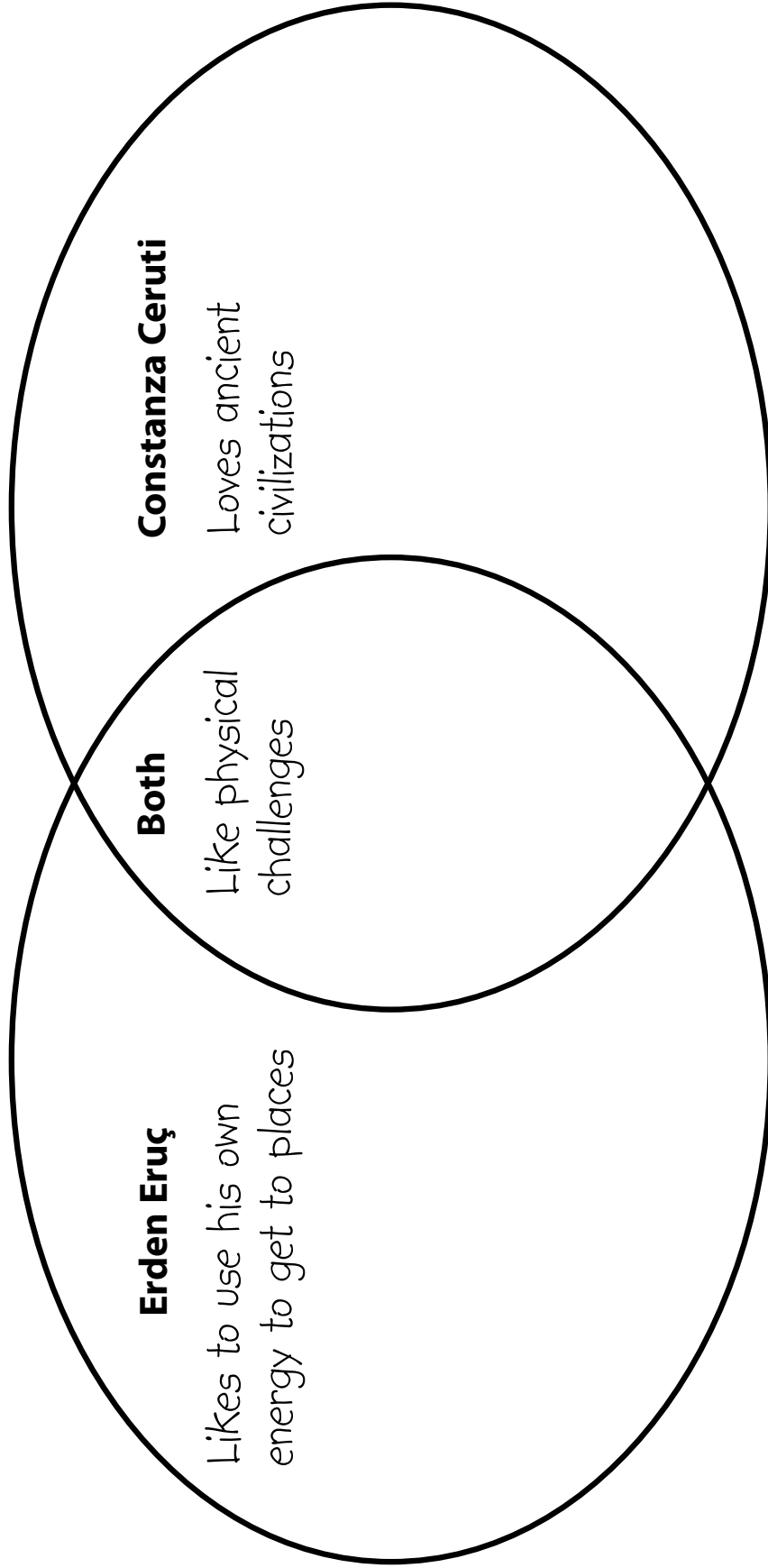
COPY READY



**Venn Diagram**

# Compare Causes

Compare Erden Eruç and Constanza Ceruti.



 Take turns with a partner. Tell about one thing that caused each person to begin an adventure.

**COPY READY**

## Grammar: Practice

**A Busy Weekend****Grammar Rules Future Tense**

You can show the future tense in two different ways:

Use *will* + a main verb

I **will make** tacos tonight.

Use *am/is/are* + *going to* + a main verb

I **am going to make** tacos tonight.

Each sentence tells about a future action. Rewrite the verb in each sentence to show a different way to say the same thing.

1. I will study for my math test this weekend.

I \_\_\_\_\_ for my math test this weekend.

2. My sister is going to practice her basketball skills.

My sister \_\_\_\_\_ her basketball skills.

3. My brothers will prepare their science project.


My brothers \_\_\_\_\_ their science project.

4. My mother is going to help Aunt Sally move to a new home.

My mother \_\_\_\_\_ Aunt Sally move to a new home.

5. It will be a very busy weekend.

It \_\_\_\_\_ a very busy weekend.

 Tell your partner what your friends or family members will probably do this weekend. Use *will* or *going to*.



**Mark-Up Reading**

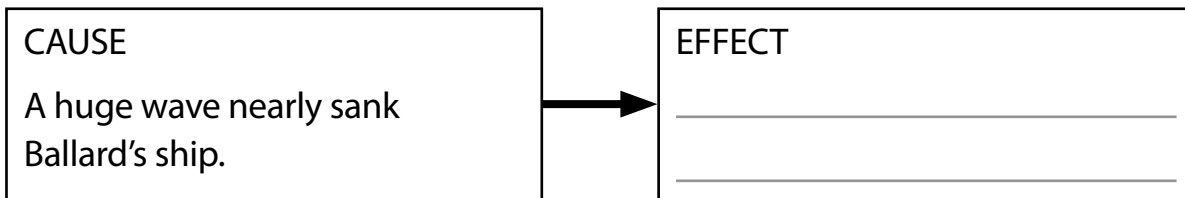
# Searching for *Titanic*

BY MARIA BERTSCH

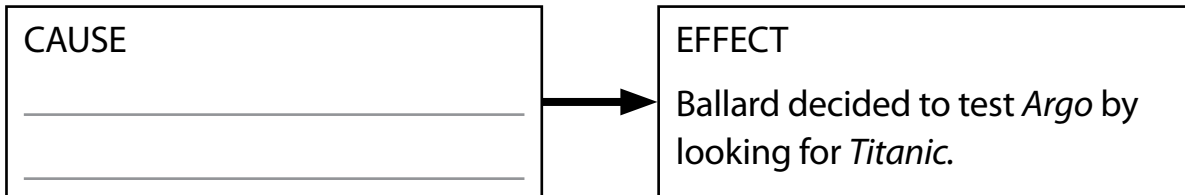
The first time Dr. Robert Ballard explored the ocean, he got quite a thrill. He was on an ocean research voyage when a huge wave nearly sank his ship. Others might have been frightened off by this incident. The result for Ballard was that he was “hooked for life.”



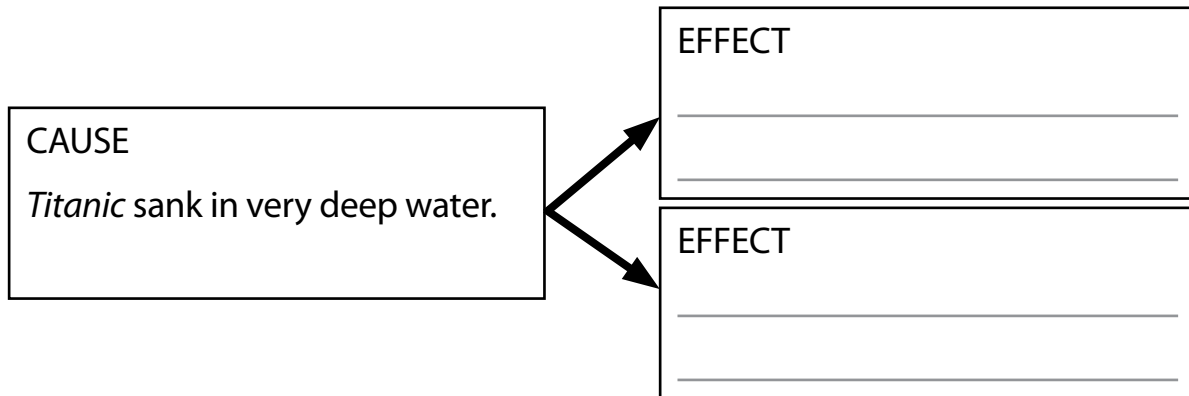
▲ Dr. Robert Ballard, the man who found the *Titanic* shipwreck



Ballard became an ocean explorer and undersea craft designer. In 1985, he developed *Argo*, an unmanned submarine. Since he needed to test it, he decided to use *Argo* to look for the world’s most famous shipwreck—*Titanic*. Ballard was determined to find this great ship.



Because *Titanic* sank in such deep water, people believed it could not be reached. Special equipment was needed that could hold up under the high water pressure. Ballard’s *Argo* was built for high pressures.

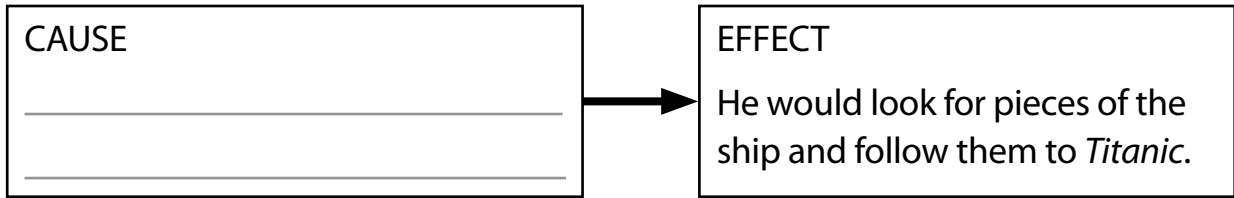


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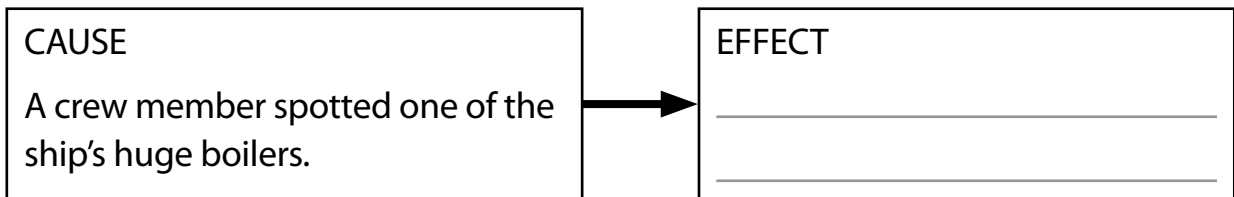
**Mark-Up Reading**

**Searching for *Titanic*** (continued)  
BY MARIA BERTSCH

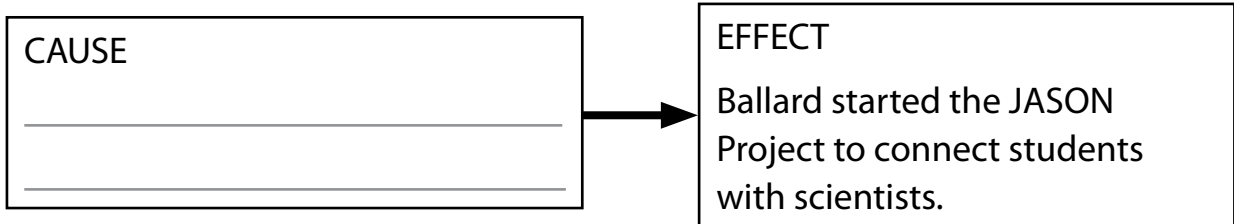
*Argo* was well-suited to its job. It had video cameras that Ballard’s crew could control remotely. Still, Ballard had only twelve days for his search. He believed that when *Titanic* sank it left a trail of wreckage on the ocean floor. So he would use *Argo* to look for these pieces and follow them to *Titanic*.



Ballard and his team worked day and night, searching for any sign of the ship. *Argo’s* cameras took videos of the ocean floor. At first, they just saw a lot of mud. Then metal objects began to show up. Finally, a crew member spotted one of the sunken ship’s huge boilers. As a result, Ballard’s team knew they had found *Titanic*.



After his discovery, Ballard received thousands of letters from students inspired by his work. As a result, Ballard created the JASON Project. It is an education program that connects students with scientists. Still, Ballard could never desert his first love—exploration. As long as there is an ocean, he will continue to unlock its secrets.



**Grammar: Grammar and Writing**

# Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- future-tense verbs

### Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
⦿	Add period.
^,	Add comma.

Constanza Ceruti will climbed many miles in freezing weather to find ancient things. She once found 500-year-old mummies!

Next weekend, my family is going drive to another city to see ancient things. We will finds things that are 500 years old, too. None of us will froze, though! We is going to visit a museum!

The museum has objects that are hundreds of years old. My parents like handmade things, so they going to see colonial furniture. My sister is going to look at clothes. She will studies fashion design next year. I is going to explore navigation tools. Someday I will piloted a big ship, like an ocean liner. I wonder what everyday things from my life will be in museums in the future!

**Grammar: Reteach**

# A Nature Hike in Our Future

## Grammar Rules Future Tense

A **future tense verb** tells about an action that will happen later, or in the future.

Future tense is shown with:

- the helping verb will and a **main verb**
- the phrase am going to, is going to, or are going to before a **main verb**

We will **hike** on a nature trail.

I am going to **plan** a picnic lunch.

He is going to **ask** for a map.

You are going to **meet** us.

They are going to **join** us, too.

Read each sentence. Read the clue after the sentence. Then use the clue to write the future tense of the underlined verb.

1. We choose a trail around a pond. (will) \_\_\_\_\_
2. I see tadpoles and tree toads. (going to) \_\_\_\_\_
3. Emma brings a book on flowers. (will) \_\_\_\_\_
4. Our nature guide names trees and birds. (will) \_\_\_\_\_
5. We discover song birds on the trail. (going to) \_\_\_\_\_
6. José carries a magnifying glass. (going to) \_\_\_\_\_
7. He studies insects of all sizes. (going to) \_\_\_\_\_
8. You tell everyone to walk quietly. (will) \_\_\_\_\_
9. Otherwise, the animals hide from us. (will) \_\_\_\_\_

**Use future-tense verbs to tell a partner about an outdoor activity you would like to do.**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Unit Concept Map**

## Getting There

Make a concept map with the answers to the Big Question: What tools can we use to achieve our goals?

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**PM8.1**      **Unit 8 | Getting There**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Story Map**

## The Big Race

Make a story map about a goal and outcome in life.

**Goal**

Possible response: I want to learn how to play a song on the piano.

**Events**

Possible response: I sign up for piano lessons.

**Outcome**

Possible response: I play two short songs in my first piano recital.

**Events**

Possible response: I practice piano every day.

Talk with a partner about how each event relates to the goal and the outcome.

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**PM8.2**      **Unit 8 | Getting There**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## You Started Here and Ended There

**Directions:**

- Take turns flipping a coin. For heads, move 2 squares. For tails, move 1 square.
- Spell the past-tense form of the verb in the square. Then use the past-tense verb in a sentence.
- If your partner agrees the verb is spelled and used correctly, take one more turn. If not, your partner takes his or her turn.
- The player who reaches the end first wins.

START

END

hurry hurried	stay stayed	enjoy enjoyed	play played
divide divided		subtract subtracted	stop stopped
shrug shrugged		operate operated	classify classified
trip tripped		multiply multiplied	obey obeyed
add added	reply replied	beg begged	chase chased

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**PM8.3**      **Unit 8 | Getting There**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

## Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs

	Editing and Proofreading Marks
^	Add.
/	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Yesterday afternoon, Ms. Sophy <sup>passed</sup> ~~pass~~ out math problems. She <sup>enjoyed</sup> ~~enjoy~~ the math lesson that morning and <sup>hoped</sup> ~~hope~~ the children could do the problems. They <sup>studied</sup> ~~study~~ the problems carefully. Pencils began to make a ~~scritch-scratch~~ <sup>scratched</sup> sound. The children added and <sup>subtracted</sup> ~~subtract~~, and they <sup>multiplied</sup> ~~multiply~~ and divided.

As students <sup>finished</sup> ~~finish~~, Ms. Sophy sent them outside. A few <sup>grabbed</sup> ~~grab~~ each other's hands and ran in circles until they fell down laughing. They all jumped up and <sup>played</sup> ~~play~~ again. One boy <sup>organized</sup> ~~organize~~ a game of tag. Runners zigzagged everywhere until the boy finally <sup>tagged</sup> ~~tag~~ a player.

At that moment, Ms. Sophy walked out. One of the girls <sup>cried</sup> ~~cry~~ out, "Tell us about your first day of school again, Ms. Sophy!"

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**PM8.4**      **Unit 8 | Getting There**

**Test-Taking Strategy Practice**

### Skip and Return to Questions

**Directions:** Read each question about "Running Shoes." Choose the best answer.

**Sample**

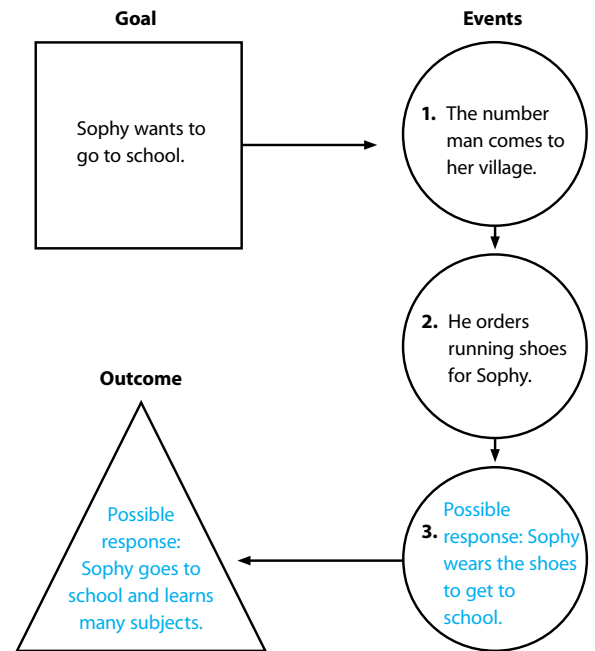
- 1 The class giggles at Sophy. What can you infer?
  - A They giggle because Sophy is a girl.
  - B They giggle because Sophy wears running shoes.
  - C They giggle because Sophy is from Andong Kralong.
  - D They giggle because Sophy walks barefoot into the classroom.
  
- 2 What happens after Sophy's first day of school?
  - A Sophy wins a race against the boys.
  - B Sophy's father teaches her to read her name.
  - C Sophy announces that she wants to learn to read.
  - D The postal van drops off a package by Sophy's door.
  
- 3 What does Sophy's mother think of when she lets Sophy go to school?
  - A the eight kilometers Sophy will have to run everyday
  - B Sophy and her father
  - C Sophy's new shoes
  - D the number man

**How did you use the test-taking strategy to answer the question?**

**Story Map**

### "Running Shoes"

Make a story map for "Running Shoes."



**Use your story map to talk with a partner about how Sophy achieves her goal.**

**Fluency Practice**

### "Running Shoes"

Use this passage to practice reading with proper intonation.

"Running shoes!" she yelled. She carefully put 7  
 on each shoe. "Now my wish will come true." 16  
 "What wish?" her mother asked. 21  
 "I want to go to school." 27  
 "But the school is eight kilometers away over horrible roads." 37  
 "Yes, but now I have running shoes!" Sophy 45  
 said as she bounced up and down. 52

From "Running Shoes," page 496

**Intonation**

- 1  Does not change pitch.      3  Changes pitch to match some of the content.
- 2  Changes pitch, but does not match content.      4  Changes pitch to match all of the content.

**Accuracy and Rate Formula**

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

**Grammar: Reteach**

### Wings Fluttered By

**Grammar Rules Past-Tense Verbs**

A **past-tense** verb tells about an action that happened in the past.

Just add <b>-ed</b> to most verbs to form the past tense.	start + ed = <u>started</u>
If a verb ends in silent <b>e</b> , drop the <b>e</b> and add <b>-ed</b> .	surprise <del>e</del> + ed = <u>surprised</u>
If a one-syllable verb ends in one vowel and one consonant, double the final consonant and add <b>-ed</b> .	flip + p + ed = <u>flipped</u>
If a verb ends in a consonant and <b>y</b> , change the <b>y</b> to <b>i</b> and add <b>-ed</b> .	reply <del>y</del> + i + ed = <u>replied</u>
If a verb ends in a vowel and <b>y</b> , add <b>-ed</b> .	delay + ed = <u>delayed</u>

Read each sentence. Write the correct past-tense verb on the line.

1. My big brother and I biked three miles to Silver Lake.  
(bike)
2. We arrived there at noon after biking for 40 minutes.  
(arrive)
3. We were so thirsty we emptied our one-liter water bottles.  
(empty)
4. Then we walked and climbed for an hour.  
(walk) (climb)
5. We got home at 8 p.m. because a storm delayed us.  
(delay)

**Tell a partner about an outing. Use past-tense verbs with -ed.**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Connect the Verbs

**Directions:**

- Copy the grid below on gray and white paper and cut out the verb cards. Mix up the gray cards and spread them out face down. Mix up the white cards and spread them out face down near the gray cards.
- Take turns turning over one gray card and one white card. Read aloud the verbs on the cards.
- Are the words forms of the same verb? If not, turn them face down again.
- If the words are forms of the same verb, use the past-tense form of the verb in a sentence. For example, if you match *do*, *does* and *did*, use *did* in a sentence.
- If you made a match and used the past-tense correctly, keep the cards. If not, put the cards back. The player with more cards at the end of the game wins.

do, does did	do, does did	did do, does	did do, does
have, has had	have, has had	had have, has	had have, has
am, is was	am, is was	was am, is	was am, is
are were	are were	were are	were are

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PM8.9

Unit 8 | Getting There

Page PM8.9

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## From Present to Past

**Directions:**

- With your group, write each word below on a separate card. Shuffle the cards and stack them face down.
- Take turns turning over the top card.
- Spell the past tense of the verb on your card and use it in a sentence. If your group agrees that you are correct, keep the card. If the group is not sure, check the word in a dictionary. If you were wrong, replace the card in the stack.
- The game ends when all the cards have been taken. The player with the most cards wins.

become became	do did	are were	has had
say said	know knew	read read	is was
achieve chose	reply read	stop said	choose chose
find found	have had	does did	am was

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PM8.10

Unit 8 | Getting There

Page PM8.10


Name \_\_\_\_\_ Date \_\_\_\_\_

**Comparison Chart**

## Compare Settings

Compare the settings in "Three Golden Apples" and "Turtle and His Four Cousins."

	"Three Golden Apples"	"Turtle and His Four Cousins"
Where	Greece	in the Cuban countryside
When	ancient times	long ago

 Talk with a partner about the stories. Tell which story character you liked best and why.

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PM8.11

Unit 8 | Getting There

Page PM8.11

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Practice**

## After School

**Grammar Rules Verb Tenses: Present and Past**

Use present tense to tell about an action that happens now or happens often.

Use past tense to tell about an action that already happened.

Present tense → I **run** three kilometers every day.

Past tense → I **ran** three kilometers yesterday.

Fill in the blanks with present-tense or past-tense verbs.


Every day after school, I play (play) soccer. Yesterday, we played (play) a game. At first, I did (do) nothing. I was (am) on the bench. I watched (watch) my friends. Then the coach ran (run) over to me.

"Maria," she said, "You always run (run) fast. You always

kick (kick) the ball well. We need (need) you now."

I went (go) out on the field. I scored (score) a goal! Our team

was (is) the winner!

 Tell a partner about something you did yesterday and something you do almost every day. Use past-tense and present-tense verbs.

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PM8.12

Unit 8 | Getting There

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Mark-Up Reading

# Rambé and Ambé Trick the Cat

a Tibetan folk tale retold by Alice McDonnell

Characters

**CAT**  
**RAMBÉ**, a mouse      **AMBÉ**, a mouse  
   Other **MICE**



## SCENE ONE

[**SETTING** A fat old **CAT** lives in an old farmhouse in Tibet's icy Himalaya Mountains long ago.]

**CAT** [to herself]: So many mice, and yet I'm hungry! I used to catch all the mice I wanted, but now I'm old and slow. They are too quick for me. It's freezing outside, so I can't hunt in the snow. I need a strategy to put the mice off guard. [CAT thinks, then smiles nastily.]

## SCENE TWO

[Next morning, nervous **MICE** surround **CAT**.]

**CAT** [sincerely]: Neighbor Mice, I am sorry for my past wickedness. I have decided to change my ways. From now on, you can run about with no fear. I will not even try to catch you. All I ask is this: twice a day, you must all walk past me in a line and bow to show your gratitude.

[The **MICE** cheer and talk excitedly to one another.]

**MICE**: Neighbor Cat, we accept your kind offer.

[**MICE** parade by, bowing to **CAT** who waits calmly. As the last mouse bows to her, she pounces and gobbles it down without the others noticing.]

**Viewpoints:** Cat thinks she's too old to catch mice, so she decides to trick them. She pretends she won't eat them and then does. The mice are nervous, but agree to Cat's offer and believe she won't harm them.

Mark-Up Reading

# Rambé and Ambé Trick the Cat

(continued)

## SCENE THREE

[Several days later, **CAT**'s strategy has worked. **RAMBÉ** and **AMBÉ** talk nervously.]

**RAMBÉ**: Have you noticed that mice have been disappearing?

**AMBÉ** [angry]: I knew we shouldn't trust Cat. She must be up to something!

**RAMBÉ** [now also angry]: I think I have a plan.

[**RAMBÉ** and **AMBÉ** put their heads together and whisper quietly.]

## SCENE FOUR

[Next morning, the **MICE** walk by **CAT**, bowing respectfully as they pass. **RAMBÉ** leads and **AMBÉ** is the last mouse in line.]

**RAMBÉ** [bows to **CAT**, then looks toward the end of the line]: Where are you, friend Ambé?

**AMBÉ** [waving excitedly]: Here I am, here I am, friend Rambé!

[The two mice call cheerfully to one another, back and forth. All the **MICE** watch **AMBÉ** until he passes **CAT** safely.]

**CAT** [mutters angrily]: What a racket! How can I be expected to eat the last mouse with everyone looking? But this must be an accident! This afternoon those two will be in the middle of the line, and I will find a nice, fat mouse at the end!

**Explain Viewpoints:** Rambé and Ambé realize they are being tricked and are angry. They make a plan to outsmart Cat. The other mice continue to trust Cat.  
Cat is angry when she can't eat the last mouse, but she thinks it is an accident.

Mark-Up Reading

# Rambé and Ambé Trick the Cat

(continued)

## SCENE FIVE

[That afternoon, **CAT** is furious to find that **RAMBÉ** and **AMBÉ** are again in the same positions. Once more, the two friends exchange noisy, cheerful greetings and **AMBÉ** escapes.]

**RAMBÉ** [grimly to **AMBÉ** when they meet later]: I wonder how long **Cat** will put up with this game. Sooner or later she's sure to "smell a rat," if you'll pardon the expression. But we've got to beat her!

## SCENE SIX

[Next morning, **CAT** is hungry and desperate. When **RAMBÉ** and **AMBÉ** start their game again, **CAT** leaps furiously at all the **MICE**, but they easily scamper out of reach of her claws. **CAT** hisses and spits in anger.]

**RAMBÉ** [boldly, from a safe distance]: Cat, how many times do you think you could fool us? We now know better than to ever trust you again!

**CAT** [now tearful from hunger and frustration]: You are all wicked to treat a poor old neighbor in this way! I'll never speak to any of you again!

**AMBÉ** [laughing at **RAMBÉ**'s side]: That works for us! Enjoy the great outdoors.

**Explain Viewpoints:** Cat is angry and then frustrated when the mice continue to trick her. When Cat knows she can no longer fool the mice, she tries to get them to feel sorry for her.  
Rambé and Ambé know not to trust Cat. Rambé worries Cat will discover their trick, but is determined to win. After escaping Cat's attack, they know the mice will never trust her again, and they are glad.

Grammar: Grammar and Writing

## Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- regular past-tense verbs
- irregular past-tense verbs

### Editing and Proofreading Marks

^	Add.
↷	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Last week, Atalanta <sup>read</sup> ~~readed~~ about a turtle who raced a deer—and won! She wanted to race Turtle, so she and Melanion went to Cuba.

They <sup>found</sup> ~~finded~~ Turtle crawling on the beach. How did this turtle beat a deer? "What is the secret of your speed?" Melanion <sup>asked</sup> ~~ask~~. Turtle just shruged, but he agreed to a race.

After Atalanta and Melanion left, Turtle called his cousins. They <sup>divided</sup> ~~dividedd~~ the route again.

The next day, Atalanta <sup>was</sup> ~~were~~ on the beach. Melanion had gone to the finish line to wait. Guess who he surprised? "I <sup>knew</sup> ~~knowed~~ you had a secret!" <sup>said</sup> ~~sayed~~ Melanion. Turtle <sup>replied</sup> ~~replyed~~, "I have cousins along the route." When Atalanta arrived, all three <sup>enjoyed</sup> ~~enjoyedd~~ a laugh. "It was a clever trick!" admitted Atalanta.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Reteach**

## Grab Your Kite!

**Grammar Rules Past-Tense Verbs**

A **past-tense** verb tells about an action that happened in the past.

Use rules to form **regular past-tense verbs**.

follow + ed = followed      reply + i + ed = replied  
 wade + ed = waded      tip + p + ed = tipped  
 obey + ed = obeyed

Learn **irregular past-tense verbs**.

am, is, are → was, were      become → became      eat → ate  
 come → came      do, does → did      say → said  
 go, goes → went      have, has → had      read → read  
 choose → chose      find → found      know → knew

Read paragraph A. In paragraph B, write the past-tense form of each underlined verb.

**A.** Today is very windy. We try to fly our kites. My friend's kite drops hard, and it comes close to the ground. My kite surprises me. It does a funny swoop, and then it flips!

**B.** Yesterday was very windy. We tried to fly our kites. My friend's kite dropped hard, and it came close to the ground. My kite surprised me. It did a funny swoop, and then it flipped!

Use past-tense verbs to tell a partner about a weather experience.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Irregular Travel

**Directions:**

- Imagine your travel plans:** Would you like to travel on a flying carpet or grab a ride on a whale? Think of unusual ways to travel. Play with a partner. First, tell your partner how you're traveling.
- Take turns spinning:** Spin for a verb. Read aloud the verb and then say and spell its past-tense form.
- Use the past-tense verb:** Remember to tell how you're traveling. Then use the past-tense verb to tell something about your trip. Example: *I traveled to Alaska on a dolphin and the cold water froze my cellphone.*
- Score:** If you spelled and used the past-tense verb correctly, score one point. The player with the most points after six rounds wins the game.

**Make a Spinner**

- Put a paper clip over the center of the spinner.
- Put a pencil point through a loop of the paper clip.
- Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

**Verbs**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea Diagram**

## Interesting Places

Make a main idea diagram about the main idea: There are many interesting places to visit.

**Main Idea**

There are many interesting places to visit.

**Details**

Answers will vary.

Take turns with your partner telling more details that could support the main idea.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Grammar and Writing**

## Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- irregular past-tense verbs
- subject-verb agreement

Editing and Proofreading Marks	
^	Add.
↶	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

I remember my first camping trip like it <sup>was</sup>are yesterday. My dad, brother, and I <sup>left</sup>leaved our home in the city on a Saturday morning. On the way, we stopped at a grocery store and <sup>bought</sup>buyed food. My dad <sup>brought</sup>bringed all of our camping supplies in the back of his truck. As we <sup>rode</sup>ride up the winding mountain road, we <sup>saw</sup>seen many amazing views. When we got to the campground, my brother and I helped our dad pitch the tent. After our campsite <sup>was</sup>are ready, we went on a hike. But when we <sup>were</sup>is in the middle of the forest, my dad stopped. He looked in his bag. "I thought I <sup>had</sup>have a compass in here," he said. "Uh oh," my brother said. "I <sup>took</sup>take it yesterday to my friend's house." "Don't worry," my dad said. "I can get us back to our campsite in no time." He <sup>did</sup>does his best, but it still took us over an hour!

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**Test-Taking Strategy Practice**

### Skip and Return to Questions

Read each question about "One Man's Goal."  
Choose the best answer.

**Sample**

- 1 What message is Eruç trying to teach students?
  - A Never give up on your dreams.
  - B Traveling can be dangerous.
  - C Always take a music player with you.
- 2 What motivated Eruç to climb on six continents?
  - A his love of high places
  - B the daily challenges he faces
  - C the memory of a hiker friend
- 3 Why did Eruç go to Papua New Guinea?
  - A There was a mountain to climb there.
  - B The wind and rain pushed him there.
  - C He needed to fix his boat there.
- 4 What is one way Eruç did not travel?
  - A by boat
  - B by car
  - C by bike

How did you use the test-taking strategy to answer the question?

**Main Idea Diagram**

### "One Man's Goal"

Make a main idea diagram for different sections of "One Man's Goal."  
Sample answers:



Use your main idea diagrams to summarize parts of the selection for a partner.

**Fluency Practice**

### "One Man's Goal"

Use this passage to practice reading with proper phrasing.

Crossing the Pacific was amazing, but that was only part of Eruç's	12
journey. He was determined to go around the world—using his	23
own energy!	25
During his journey, Eruç wanted to climb the tallest peaks on six	37
continents to honor the memory of a fellow climber. Eruç planned to bike,	50
walk, climb, and row the world—without any motors to help him.	62

From "One Man's Goal," page 529

**Phrasing**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 Rarely pauses while reading the text.       | <input type="checkbox"/> 3 Frequently pauses at appropriate points in the text.       |
| <input type="checkbox"/> 2 Occasionally pauses while reading the text. | <input type="checkbox"/> 4 Consistently pauses at all appropriate points in the text. |

**Accuracy and Rate Formula**

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \text{words correct per minute (wcpm)}$$

**Grammar: Reteach**

### It Was a New View!

**Grammar Rules Irregular Past-Tense Forms**

A **past-tense** verb tells about an action that happened in the past.

**Irregular past-tense verbs** have special forms to learn.

am, is, are → <b>was, were</b>	do, does → <b>did</b>	have, has → <b>had</b>
begin → <b>began</b>	blow → <b>blew</b>	bring → <b>brought</b>
buy → <b>bought</b>	come → <b>came</b>	freeze → <b>froze</b>
give → <b>gave</b>	keep → <b>kept</b>	leave → <b>left</b>
ride → <b>rode</b>	see → <b>saw</b>	take → <b>took</b>

Write the correct verb forms on the blank lines.

1. Last week, we were in a hot-air balloon!  
(are)
2. We began in a park and floated toward the clouds.  
(begin)
3. We saw patchwork fields with crops and cows!  
(see)
4. A wind blew us over town, and we took photos.  
(blows) (take)
5. Our trip gave us a bird's eye view of our town.  
(gives)
6. We rode in the balloon all afternoon.  
(ride)
7. The pilot brought us down, and we left the balloon.  
(bring) (leave)

Use irregular past-tense verbs to tell a partner about an amazing trip.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Into the Future!

**To Prepare:**

1. Work in a group. Write each subject with its verb on a card.
2. Mix up the cards, and place them face down in a stack.

**To Play:**

1. Take turns turning over the top card. Read the subject and verb.
2. Then use the subject and future tense in a sentence. For example, if you choose the card *I discover*, say: *I will discover a new island.*
3. If the group agrees that you have used the future tense correctly, keep the card. If not, put the card at the bottom of the stack. The player with the most cards at the end of the game wins.

He rides He will ride	We climbed We will climb	I discover I will discover	We will estimate We estimate
They started They will start	He found He will find	You took You will take	She will achieve She achieves
She rows She will row	I explored I will explore	He began He will begin	It froze It will freeze
It travels It will travel	You fly You will fly	They pack They will pack	She will choose She chose

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Unit 8 | Getting There

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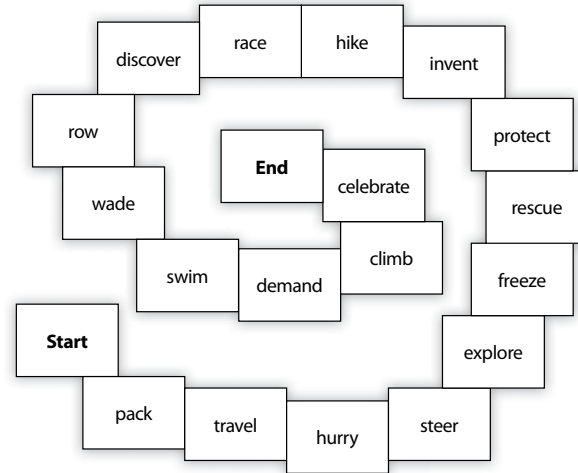
Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Game**

## Who Will Reach the Top First?

**Directions:**

1. Write *will*, *am going to*, *is going to*, and *are going to* on index cards. Mix them up, and stack them face down.
2. Take turns flipping a coin. For heads, move two squares; for tails, move one.
3. Pick a card. Read the card and the verb in the square. Then use them in a sentence. Place the card at the bottom of the stack.
4. If your sentence is correct, stay where you are. If not, go back one.



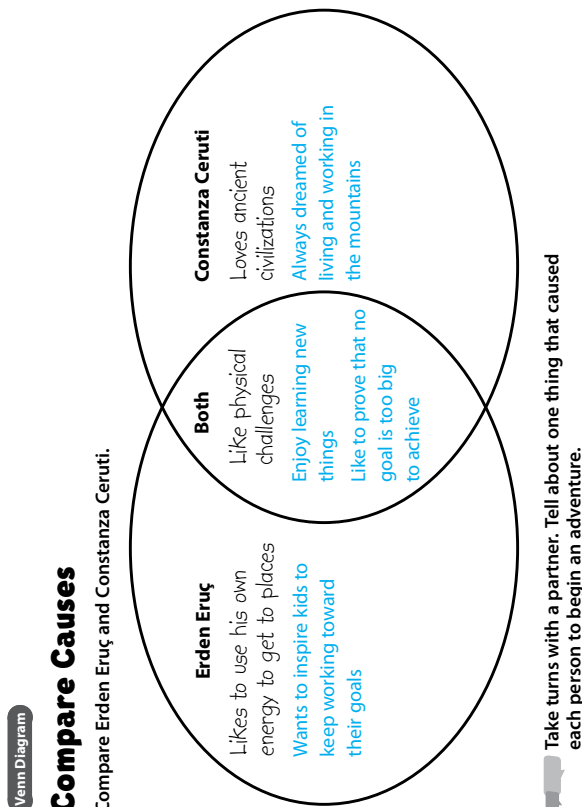
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Practice**

## A Busy Weekend

**Grammar Rules Future Tense**

You can show the future tense in two different ways:

Use <i>will</i> + a main verb	I <b>will make</b> tacos tonight.
Use <i>am/is/are</i> + <i>going to</i> + a main verb	I <b>am going to make</b> tacos tonight.

Each sentence tells about a future action. Rewrite the verb in each sentence to show a different way to say the same thing.

1. I will study for my math test this weekend.  
I am going to study for my math test this weekend.
2. My sister is going to practice her basketball skills.  
My sister will practice her basketball skills.
3. My brothers will prepare their science project.  
My brothers are going to prepare their science project.
4. My mother is going to help Aunt Sally move to a new home.  
My mother will help Aunt Sally move to a new home.
5. It will be a very busy weekend.  
It is going to be a very busy weekend.

Tell your partner what your friends or family members will probably do this weekend. Use *will* or *going to*.

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Mark-Up Reading

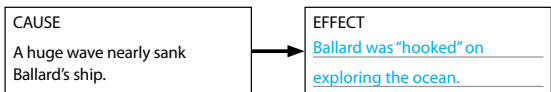
# Searching for *Titanic*

BY MARIA BERTSCH

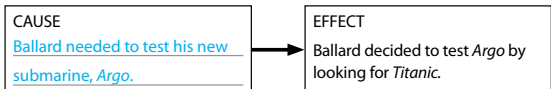


▲ Dr. Robert Ballard, the man who found the *Titanic* shipwreck

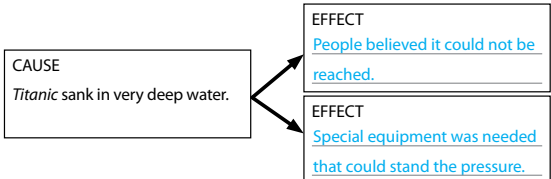
The first time Dr. Robert Ballard explored the ocean, he got quite a thrill. He was on an ocean research voyage when a huge wave nearly sank his ship. Others might have been frightened off by this incident. The **result** for Ballard was that he was “hooked for life.”



Ballard became an ocean explorer and undersea craft designer. In 1985, he developed *Argo*, an unmanned submarine. **Since** he needed to test it, he decided to use *Argo* to look for the world's most famous shipwreck—*Titanic*. Ballard was determined to find this great ship.



**Because** *Titanic* sank in such deep water, people believed it could not be reached. Special equipment was needed that could hold up under the high water pressure. Ballard's *Argo* was built for high pressures.



Mark-Up Reading

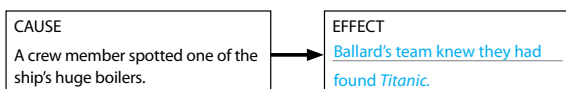
# Searching for *Titanic*

BY MARIA BERTSCH (continued)

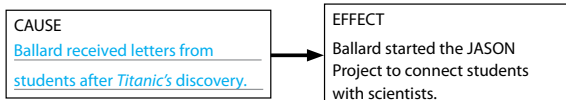
*Argo* was well-suited to its job. It had video cameras that Ballard's crew could control remotely. Still, Ballard had only twelve days for his search. He believed that when *Titanic* sank it left a trail of wreckage on the ocean floor. **So** he would use *Argo* to look for these pieces and follow them to *Titanic*.



Ballard and his team worked day and night, searching for any sign of the ship. *Argo*'s cameras took videos of the ocean floor. At first, they just saw a lot of mud. Then metal objects began to show up. Finally, a crew member spotted one of the sunken ship's huge boilers. **As a result**, Ballard's team knew they had found *Titanic*.



After his discovery, Ballard received thousands of letters from students inspired by his work. **As a result**, Ballard created the JASON Project. It is an education program that connects students with scientists. Still, Ballard could never desert his first love—exploration. As long as there is an ocean, he will continue to unlock its secrets.



Grammar: Grammar and Writing

## Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for correct usage of the following:

- future-tense verbs

Editing and Proofreading Marks

^	Add.
↗	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Constanza Ceruti will climbed many miles in freezing weather to find ancient things. She once found 500-year-old mummies!

Next weekend, my family is going to drive to another city to see ancient things. We will finds things that are 500 years old, too. None of us will froze, though! We is going to visit a museum!

The museum has objects that are hundreds of years old. My parents like handmade things, so they going to see colonial furniture. My sister is going to look at clothes. She will studies fashion design next year. I is going to explore navigation tools.

Someday I will piloted a big ship, like an ocean liner. I wonder what everyday things from my life will be in museums in the future!

Grammar: Reteach

## A Nature Hike in Our Future

Grammar Rules Future Tense

A **future tense verb** tells about an action that will happen later, or in the future.

Future tense is shown with:

- the helping verb **will** and a **main verb**
- the phrase **am going to**, **is going to**, or **are going to** before a **main verb**

We will hike on a nature trail.  
I am going to plan a picnic lunch.  
He is going to ask for a map.  
You are going to meet us.  
They are going to join us, too.

Read each sentence. Read the clue after the sentence. Then use the clue to write the future tense of the underlined verb.

- We choose a trail around a pond. (will) will choose
- I see tadpoles and tree toads. (going to) am going to see
- Emma brings a book on flowers. (will) will bring
- Our nature guide names trees and birds. (will) will name
- We discover song birds on the trail. (going to) are going to discover
- José carries a magnifying glass. (going to) is going to carry
- He studies insects of all sizes. (going to) is going to study
- You tell everyone to walk quietly. (will) will tell
- Otherwise, the animals hide from us. (will) will hide

Use future-tense verbs to tell a partner about an outdoor activity you would like to do.





# Small Group Reading





# Small Group Reading Time

## TEACHER

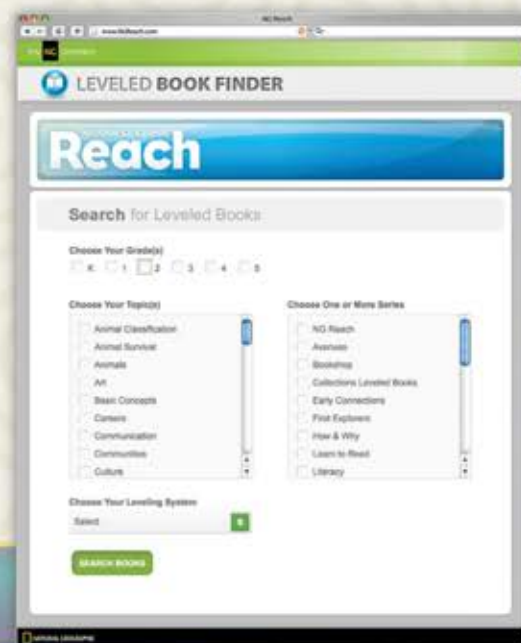
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

## STUDENTS

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

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Reading Routines .....	SG2
Teaching Resources .....	SG4
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Small Group Reading Assessment Masters .....	SG56
Independent Reading .....	SG68



Go to [NGReach.com](http://NGReach.com) for the Leveled Book Finder.

## Books at a Glance

### LEXILE KEY

**BL** Below Level = 250L–400L

**OL** On Level = 550L–700L

**BL** Below Level = 400L–550L

**AL** Above Level = 700L–850L

	Level* & Title	Author	Content Connection	Pages
Week 1 Numbers and Operations	DAY 1 Explorer Books, <b>The Beat Goes On</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Nancy Finton	Using Calculations	SG4–SG5
	<b>BL</b> <b>Spaghetti and Meatballs for All!</b>	Marilyn Burns	Using Calculations	SG6, SG8
	<b>BL</b> <b>The High-Wheeler Race</b>	Neville J. Barnard	Using Calculations	SG6, SG8
	<b>PART 1</b> <b>OL</b> <b>7 × 9 = Trouble</b>	Claudia Mills	Learning Math	SG7, SG9
	<b>PART 1</b> <b>AL</b> <b>Me and Rolly Maloo</b>	Janet S. Wong	Learning Math	SG7, SG9
Week 2 Measurement	DAY 1 Explorer Books, <b>Extreme Challenge!</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	J. J. Kelley and Greta Gilbert	Distance	SG10–SG11
	<b>BL</b> <b>The Dragon's Scales</b>	Sarah Albee	Measuring Weight	SG12, SG14
	<b>BL</b> <b>Sir Cumference and the Dragon of Pi</b>	Cindy Neuschwander	Measuring Distance	SG12, SG14
	<b>PART 2</b> <b>OL</b> <b>7 × 9 = Trouble</b>	Claudia Mills	Learning Math	SG13, SG15
	<b>PART 2</b> <b>AL</b> <b>Me and Rolly Maloo</b>	Janet S. Wong	Learning Math	SG13, SG15
Week 3 Tools and Navigation	DAY 1 Explorer Books, <b>Poles Apart</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Dolores Johnson and Michael E. Ruane	Journeys to the Poles	SG16–SG17
	<b>BL</b> <b>Charles Lindbergh</b>	Lucia Raatma	Flight	SG18, SG20
	<b>BL</b> <b>Night Flight: Amelia Earhart Crosses the Atlantic</b>	Robert Burleigh	Flight	SG18, SG20
	<b>OL</b> <b>Flight</b>	Robert Burleigh	Flight	SG19, SG21
	<b>PART 1</b> <b>AL</b> <b>It Can't Be Done, Nellie Bly!: A Reporter's Race Around the World</b>	Nancy Butcher	Racing Around the World	SG19, SG21
Week 4 Tools and Navigation	DAY 1 Explorer Books, <b>Race Around the World</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Brian LaFleur and Beth Geiger	Racing Around the World	SG22–SG23
	<b>BL</b> <b>The Eiffel Tower</b>	Rachel Griffiths	Building Towers	SG24, SG26
	<b>BL</b> <b>The Great Pyramid</b>	Gare Thompson	Pyramids	SG24, SG26
	<b>OL</b> <b>The Golden Gate Bridge</b>	Rachel Griffiths and Margaret Clyne	Bridges	SG25, SG27
	<b>PART 2</b> <b>AL</b> <b>It Can't Be Done, Nellie Bly!: A Reporter's Race Around the World</b>	Nancy Butcher	Racing Around the World	SG25, SG27

\*See page R2 for Guided Reading (GR) and other leveling translation information.



# Unit 8 Reading Routines

Fiction & Nonfiction

## PROGRAM RESOURCES

### PRINT ONLY

#### Fiction and Nonfiction Books

### PRINT & TECHNOLOGY

#### Unit 7 Assessment Masters:

SG7.29–SG7.32

#### Unit 8 Practice Masters: SG8.1–SG8.28

#### Unit 8 Assessment Masters:

SG8.29–SG8.32

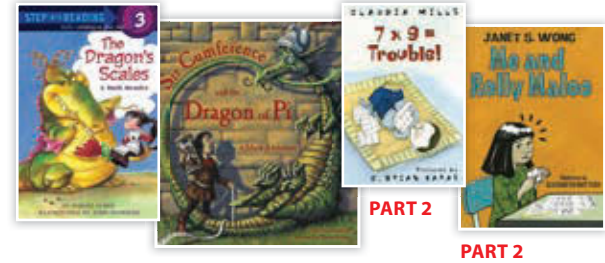
### TECHNOLOGY

#### My Vocabulary Notebook

### WEEK 1 Fiction



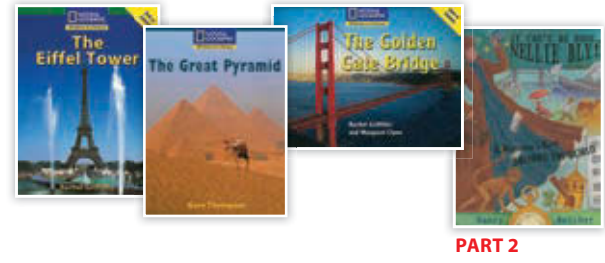
### WEEK 2 Fiction



### WEEK 3 Nonfiction



### WEEK 4 Nonfiction



## Introduce /

**Assign books.** Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 7 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

**Introduce books.** Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *What tools can we use to achieve our goals?*

**Introduce vocabulary.** Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = very well; 2 = a little; 3 = not at all). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *An **explanation** is a reason or meaning.*
5. Relate each word to students' knowledge and experience. *My father wanted an **explanation** for how I broke the window.* Have students work in pairs to **elaborate**.
6. Have students **record** each word in **My Vocabulary Notebook**.

For **Vocabulary Routine 1**, see page BP46.

## Read and Integrate Ideas

**Have students read independently.** Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said \_\_\_\_\_. Does that sound right?*

**Monitor students' understanding.** As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

**Form homogeneous discussion groups.** Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

**Monitor group discussions.** Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

**Provide writing options.** Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Academic Vocabulary**

**Story Words**

**Spaghetti and Meatballs for All!**

**absolutely** (uh-see-uh-lee-uh-lee) *adverb*  
Absolutely means completely or all the way. It is used only with positive adjectives.

**familiar** (fuh-mee-lee-er) *adjective*  
Something familiar is something you have seen or heard before. You can be familiar with the job because you have done it before.

**possibly** (puh-see-lee-ly) *adverb*  
Possibly means it could happen. It may possibly be true, but you are not sure.

**single** (sin-gull) *adjective*  
Single means only one. Only one single star is placed on the bottom of the flag.

**split** (split) *verb*  
When you split something, you break it apart or put it into smaller groups. We split our class into four teams for the game.

**7 X 9 = Trouble** PART 1

**concentrate** (kahn-suh-nuh-trayt) *verb*  
When you concentrate, you pay close attention to something. You concentrate when you study when you are in class.

**instead** (in-steyd) *adverb*  
Instead means in place of another person or thing. Tom jumped to the water instead of the boat.

**nervous** (nuhv-uh) *adjective*  
Nervous means tense or not able to relax. I felt nervous when I was in the car.

**satisfying** (sat-uh-fee-ee-ee) *adjective*  
Satisfying means enjoyable or pleasing. Getting a good grade on a test is satisfying.

**search** (sairch) *verb*  
To search is to look for, try to find, or look for an answer.

**The High-Wheeler Race**

**actually** (uh-see-uh-lee-uh-lee) *adverb*  
Actually means in fact or really. He was late even though he actually got up early.

**available** (uh-vay-lee-uh-blee) *adjective*  
Available means ready for use. There are many online resources available for students.

**explanation** (uh-ex-play-nay-shun) *noun*  
An explanation is a reason or meaning. We often need an explanation for how things work.

**figure** (fig-yur) *verb*  
To figure means to think about, often by using numbers. Can you figure out how many pages we need for the project?

**probably** (pruh-blee-ee) *adverb*  
Probably means likely. It is probably raining, so we are going to bring an umbrella for the day.

**Me and Rally Maloo** PART 1

**concentrate** (kahn-suh-nuh-trayt) *verb*  
When you concentrate, you pay close attention to something. You concentrate when you study when you are in class.

**consider** (kuhn-sid-er) *verb*  
To consider means to have an opinion of, or think about. Consider the fact before you make a decision.

**reason** (ree-zun) *noun*  
A reason is a cause. Do you have a reason why the sky is blue?

**usual** (yoo-zhul) *adjective*  
Something usual is common or expected. It is usual to go to school every day.

**whole** (hol) *noun*  
Whole means all of something. Just the whole book was read.

SG8.1 Unit 8 | Getting There

NGReach.com Practice Masters  
SG8.1, SG8.8, SG8.15, SG8.22

AFTER READING

**Speaking and Listening Observation Log**

Unit 8

Student Name	1	2	3	4	5	6	7	8	9	10

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. Participate actively in discussions, listening to others' ideas and expressing one's own ideas clearly.

2. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

3. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

4. Compare and contrast different issues and arguments, reading about them and evaluating the issues and arguments, and expressing an opinion on the topic.

5. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

6. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

7. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

8. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

9. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

10. Analyze a topic or issue, reading about it and evaluating the issues and arguments, and expressing an opinion on the topic.

SG8.29 Unit 8 | Getting There

NGReach.com  
Assessment Masters SG8.29

DURING CONFERENCES

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Page \_\_\_\_\_

**Reading Strategy Assessment** Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What did you do while you were reading that you think you did well on?*  
*What part of the book did you like best?*  
*What did you do to understand better?*  
*How did it work?*

Reading Strategy Rubrics		
Plan and Monitor	Ask Questions	Make Inferences
4 3 2 1	4 3 2 1	4 3 2 1
4 What did you do before you started reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did that strategy help you understand better?	4 What questions did you have when you were reading? Did you find answers to the questions? Can you give some examples of the kinds of questions and what you learned? What did you already know about these things that helped you make the inferences?	4 Did you think or figure out something in the book that was not stated directly? What were details in the book that helped you figure the rest out? What did you already know about these things that helped you make the inferences?
3 Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text independently.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the text.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.
2 Sometimes previews and makes predictions, but may not confirm them. Can recognize when comprehension has broken down, but does not attempt to clarify text.	Asks relevant questions and seeks for answers to clarify confusion or understand the text.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inferences were made.
1 Does not preview or make predictions. Is not aware of when to monitor comprehension or clarify meaning.	Asks only literal questions.	Makes inferences that are inaccurate or unsupported.

SG8.30 Unit 8 | Getting There

NGReach.com  
Assessment Masters SG8.30–SG8.32

## Connect Across Texts

**Form heterogeneous groups.** Group students who have read different books. Include at least one representative for each book read that week.

**Introduce the activity.** Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about tools we use.

**Have students summarize.** Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.

**Have students connect across texts.** Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.

**Monitor groups.** Use Unit 8 Speaking and Listening Observation Log **Assessment Master SG8.29** to assess students' participation in discussions.

## Conduct Conferences

**Assess reading.** Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Masters SG8.30–SG8.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG8.32**.

**Assess writing.** Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

**Plan intervention or acceleration.** Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with choosing and using a reading strategy, analyzing goal and outcome, analyzing character, identifying main idea and detail, or identifying cause and effect, use the Assessment and Reteaching resources provided on pages RT8.1–RT8.15.
- If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

### OBJECTIVES

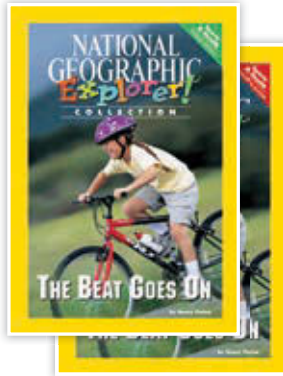
#### Thematic Connection: Numbers and Operations

Read and Comprehend Informational Text

Explain the Relationship Between Ideas in a Text

## The Beat Goes On by Nancy Finton

**Summary** *The Beat Goes On* explores how the human heart works. It also looks at heart problems and discusses how science helps cure such problems. In “The Beat Goes On,” author Nancy Finton explains that the heart pumps blood throughout the body. Arteries carry oxygen-rich blood away from the heart; veins carry “used” blood back to the heart. Students then meet two teens with damaged hearts. Brian Whitlow was born with only one ventricle. Jessica Melore had a heart attack at 16. Both teens received heart transplants, which allowed them to live active lives. A temporary artificial heart also helped Jessica’s heart work while she waited for her surgery. “Getting Around” presents diagrams of the body’s circulatory system and the four chambers of the heart. In “All Pumped Up,” students take their pulse, run in place, and count again to determine the effect of exercise on their heartbeat.



**Activate Prior Knowledge** Display the front cover and ask: *What happens to your body when you exercise?* (Your heart beats faster; you breathe harder; you sweat.)

**Build Background** Explain that our hearts pump blood throughout our bodies. This brings life-giving oxygen to all our body parts. Use the diagrams on pages 8–9 to describe the parts of the circulatory system. Have volunteers point to each body part and explain its function.

### PROGRAM RESOURCES

#### PRINT ONLY

*The Beat Goes On*, Pioneer Edition

*The Beat Goes On*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

Relate Ideas CC.3.Rinf.3

Read and Comprehend Informational Text CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words CC.3.L.6

### Mini Lesson

#### Explain the Relationship Between Ideas in a Text

Explain: *In nonfiction texts, authors often explain ideas by telling causes, or why things happen. They also tell effects, or what happens as a result.* Point out that good readers know how to explain cause-and-effect relationships between ideas in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *The Beat Goes On* as students listen.

#### Broken Hearts

[Brian Whitlow’s] heart had an odd shape. This kept blood from getting to his **lungs**.

When he was a baby, [doctors] moved some blood vessels. This helped blood travel to Brian’s lungs.

Text from Pioneer Edition

Then, think aloud to model how to find related ideas in the text and explain the cause-and-effect relationship between ideas:

*In this text, the author explains what was wrong with Brian Whitlow’s heart:*

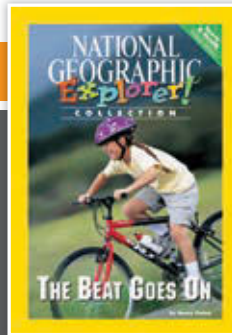
- *It had an odd shape.*
- *This kept blood from getting to his lungs.*

*These ideas are related. The author explains what was wrong with Brian’s heart by telling what happened—it was hard for blood to get to Brian’s lungs—and why those things happened—because Brian’s heart had an odd shape.* Point out that clue words, such as *means* and *because*, often show cause-and-effect relationships.

Have students explain how the ideas in the second paragraph above are related. Have them use the word *because*. (Possible response: The ideas have a cause-and-effect relationship because they explain what happened—the blood could travel more easily to Brian’s lungs—and why those things happened—because the doctors moved some blood vessels.)



**BL** BELOW LEVEL 440L



**PIONEER EDITION**

Lexile: 440L | GR: M

**Content Connection:** Using Calculations

**Social Studies Vocabulary**

Use Wordwise on page 6 to introduce new words:

*artery lung oxygen transplant vein*

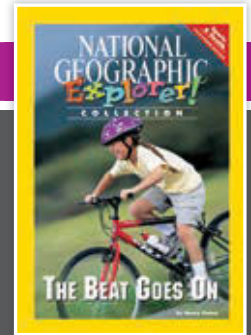
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What does your heart do? (It pumps blood in the body. Blood carries oxygen that our bodies need.)
- Contrast** What is the difference between arteries and veins? (Arteries carry blood with a lot of oxygen away from the heart. Veins carry blood with little oxygen back to the heart.)
- Explain** What is a heart transplant? (A heart transplant happens when doctors take a healthy heart from a person who has died and put it into the body of a person who needs a new heart.) How does it help? (Transplants make people with weak or damaged hearts healthy again.)
- Evaluate** How can machines help people with heart problems? (One type of machine helps pump a person's blood. Another type replaces a person's heart.)
- Explain Relationship Between Ideas** How does exercise affect your heartbeat? (Exercise changes my heartbeat because it makes my heart beat faster.)

**OL** ON LEVEL 680L



**PATHFINDER EDITION**

Lexile: 680L | GR: Q

**Content Connection:** Using Calculations

**Social Studies Vocabulary**

Use Wordwise on page 6 to introduce new words:

*artery atrium blood vessel capillary transplant vein ventricle*

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** How does your heart move blood through your body? (It is a muscle. It contracts and squirts blood through blood vessels. Blood vessels carry blood throughout the body.)
- Contrast** What is the difference between arteries and veins? (Arteries carry blood with a lot of oxygen away from the heart. Veins carry "used" blood back to the heart.)
- Explain** What do the atria and ventricles do? (Atria receive blood from veins. Ventricles pump blood into the arteries.)
- Explain Relationship Between Ideas** How does a temporary artificial heart help people survive? (It helps because it pumps blood when people's hearts are damaged and keeps them alive while they wait for a heart transplant.)
- Make Inferences** How might stories about heart transplants inspire other people? (Possible response: They might inspire people to donate their organs after death. Also, the stories might help people who have damaged hearts deal with their problem and have hope for the future.)

**Check & Reteach**

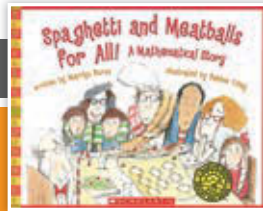
**OBJECTIVE:** Explain the Relationship Between Ideas in a Text

Have partners explain the relationship between ideas in "A Change of Heart" (Pioneer)/"The Gift of Life" (Pathfinder) on page 5. (Possible response: The ideas have a cause-and-effect relationship because they explain what happened—Brian needed a heart transplant—and why those things happened—because Brian's heart was weak, and he had to take naps all the time.)

For students who cannot explain cause-and-effect relationships between ideas in a text, reteach using the sections "Heart Attack" (Pioneer) on page 6/"The Waiting Game" (Pathfinder) on page 5. Say: *The text presents the ideas that Jessica's heart was badly damaged and that she needed a new heart. How are these two ideas related?* Have students skim the text, paying attention to what happened and why those things happened. Then have groups discuss the relationship between the ideas. (Possible response: The ideas are related. They use a cause-and-effect relationship to explain what happened—Jessica needed a new heart—and why those things happened—because her heart was badly damaged.)



**BL** BELOW LEVEL 420L



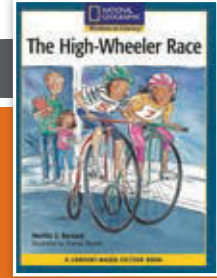
## Spaghetti and Meatballs for All!

by Marilyn Burns

Content Connection:  
**Using Calculations**

Realistic Fiction | Pages: 32 | Lexile: 420L | GR: L

**BL** BELOW LEVEL 560L



## The High-Wheeler Race

by Neville J. Barnard

Content Connection:  
**Using Calculations**

Realistic Fiction | Pages: 32 | Lexile: 560L | GR: N

### OBJECTIVES

#### Thematic Connection: Numbers and Operations

##### Read and Comprehend Literature

- Goal and Outcome
- Choose and Use Reading Strategy

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.3, page SG30
- Practice Master SG8.7, page SG34

#### TECHNOLOGY ONLY

Digital Library: Picnic Table

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Mr. and Mrs. Comfort decide to have a family reunion. They invite 32 family members and neighbors. Mr. Comfort makes spaghetti and meatballs and Mrs. Comfort sets up eight tables. Four people can sit at each table. But when guests arrive, they start putting the tables together. As a result, there's not enough room for everyone to sit down. Finally, people start splitting up the tables until they have them all separated, just the way Mrs. Comfort originally planned.

**Activate Prior Knowledge** Ask: *When did you help to plan for a party? What did you do to get ready?*

**Build Background** Display the picture of a picnic table from the **Digital Library**. Point out that every table can seat a number of people comfortably. Ask: *How many people can sit at the picnic table?* (Possible answer: six to eight) What might you do if you were having a picnic for more people? (Possible answers: Use another table; have some people sit on a blanket instead of the table)

**Story Words** Use **Practice Master SG8.1** to extend vocabulary.

- absolutely*, page 24
- familiar*, page 23
- possibly*, page 9
- single*, page 34
- split*, page 27

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG8.1, page SG28
- Practice Master SG8.2, page SG29
- Practice Master SG8.4, page SG31
- Practice Master SG8.7, page SG34

#### TECHNOLOGY ONLY

Digital Library: High-Wheeler Bicycle Race

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

**Summary** At a town meeting with her father, math whiz Naomi listens to plans for a high-wheeler bicycle race to celebrate the opening of a history museum. On race day, Naomi helps her dad with the event. When he tells her that the mayor is waiting to meet the riders at the museum, Naomi realizes he's at the wrong spot. The riders will race ten laps, so they will end where they began, at the starting line at the fountain. They get the message to the mayor in time and he's there for the big finish.

**Activate Prior Knowledge** Ask: *What kinds of races have you seen? What happened at the end of the race?*

**Build Background** Display the photo of a high-wheeler bicycle race from the **Digital Library**. Explain that one of the first kinds of bicycles had a very high wheel in front. They were popular in the 1880s. These bicycles are hard to ride because a rider's feet cannot touch the ground. Some people today enjoy the challenge of riding these old-fashioned bicycles.

**Story Words** Use **Practice Master SG8.1** to extend vocabulary.

- actually*, page 4
- available*, page 12
- explanation*, page 11
- figure*, page 7
- probably*, page 4

**OL** ON LEVEL 590L

**7 × 9 = Trouble** PART 1

by Claudia Mills

Content Connection:  
**Learning Math**

**Realistic Fiction** | Pages: 104 | Lexile: 590L | GR: O



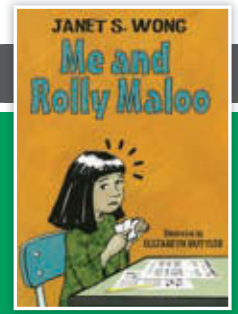
**AL** ABOVE LEVEL 740L

**Me and Rolly Maloo** PART 1

by Janet S. Wong

Content Connection:  
**Learning Math**

**Realistic Fiction** | Pages: 122 | Lexile: 740L | GR: R



**COMMON CORE STANDARDS**

**Reading**

Summarize CC.3.Rlit.2  
Read and Comprehend Literature CC.3.Rlit.10

**Writing**

Write Over Shorter Time for Specific Tasks CC.3.W.10

**Speaking and Listening**

Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG8.1, page SG28**

**Practice Master SG8.2, page SG29**

**Practice Master SG8.5, page SG32**

**Practice Master SG8.7, page SG34**

**TECHNOLOGY ONLY**

**Digital Library: Hamster**

**SUGGESTED PACING, PART 1**

DAY 2 Introduce and read pages 1–12  
DAY 3 Read pages 13–42  
DAY 4 Read pages 43–53 and discuss  
DAY 5 Connect across texts

**PART 2:**

See pages SG12–SG15.

**Summary** Learning the multiplication tables up to 12 is a big challenge for Wilson. He would rather do art and play with Squiggles, the class hamster. But Wilson keeps working at his math, with his family’s help. He finally passes all 12 quizzes and helps to find Squiggles, who has escaped at school. As a reward, his mother gives in and lets the family adopt a hamster of their own.

**Activate Prior Knowledge** Ask: *What math problems can you do in your head? When do you need paper and pencil?*

**Build Background** Display the photo of a hamster from the **Digital Library**. Explain that hamsters are members of the rodent family. Some classrooms have pets, like hamsters and gerbils. Students take turns bringing the pet home on weekends. They learn to be responsible.

**Story Words** Use **Practice Master SG8.1** to extend vocabulary.

concentrate, page 16      instead, page 43      nervous, page 3  
satisfying, page 29      search, page 3

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG8.1, page SG28**

**Practice Master SG8.2, page SG29**

**Practice Master SG8.6, page SG33**

**Practice Master SG8.7, page SG34**

**SUGGESTED PACING, PART 1**

DAY 2 Introduce and read pages 1–15  
DAY 3 Read pages 16–49  
DAY 4 Read pages 50–67 and discuss  
DAY 5 Connect across texts

**PART 2:**

See pages SG12–SG15.

**Summary** Rolly Maloo is the most popular girl at school. Jenna is the best math student. During a math test, Rolly asks Jenna to give her an answer. Even though she knows cheating is wrong, Jenna decides to be helpful. She passes Rolly a note with the answer, and Rolly shares it with her friend Patty. The teacher, Mrs. Pie, catches Jenna, and soon rumors spread and class mothers get involved. Finally, Shorn L. investigates and discovers that Rolly and Patty were also involved. Jenna learns that it was wrong to cheat and who her friends really are.

**Activate Prior Knowledge** Ask: *How do you feel when you take an important test?*

**Build Background** Explain that many schools use district tests to evaluate all students. These tests are usually multiple-choice. The tests may be used to find students who need extra help.

**Story Words** Use **Practice Master SG8.1** to extend vocabulary.

concentrate, page 39      consider, page 8      reason, page 4  
usual, page 23      whole, page 41

**BL** BELOW LEVEL 420L

## Spaghetti and Meatballs for All!

by Marilyn Burns

### Build Comprehension

- **Explain** *What happened to Mrs. Comfort's plans when people moved tables together? Why?* (There was not enough space for 32 people. When the tables were pushed together, there was not as much room for chairs.)
- **Draw Conclusions** *Why didn't people listen to Mrs. Comfort?* (Possible responses: They were very excited; they did not think ahead.)

### Writing Options

- **Dialogue** Have students write a dialogue between Mr. and Mrs. Comfort after the party is over. Suggest that they talk about what happened with the tables.
- **Character Sketch** What are Mr. and Mrs. Comfort like? Have students choose one of the characters and write a character sketch. Remind them to tell what the character looks like and how the character acts.
- **Journal Entry** Invite students to write about a time they have had a party or helped to plan a party. Encourage them to tell about problems that arose and how they dealt with them.

**BL** BELOW LEVEL 560L

## The High-Wheeler Race

by Neville J. Barnard

### Build Comprehension

- **Analyze Character** What is Naomi like? (Possible responses: She loves math and uses it to solve problems. She is very helpful.)
- **Identify Theme** *What lesson might Naomi and her father learn from planning the race?* (Possible responses: It is important to check your plans before a big event. Talking with other people can help you avoid mistakes.)

### Writing Options

- **News Brief** Have students write a news brief describing what happened on the day of the high-wheeler race. Remind them that a good news brief answers the questions *who, what, where, when, why, and how.*
- **Thank You Note** Naomi saved the day and helped make sure the Mayor was at the right place. Suggest that students write a thank you note from the Mayor to Naomi. The note should explain how Naomi helped to prevent a problem for the city.
- **Journal Entry** Invite students to tell about a time they helped to solve a problem for someone. Have them describe the problem, how they helped to solve it, and tell about any tools they used to help solve it.

### Check & Reteach

Ask students to describe the characters' goals and their outcome in the book they read. If students have difficulty identifying goals and outcomes, refer them to their story maps. Ask: *What does the character want? What does the character do to reach this goal? What happens as a result?*

**DURING READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Story Map**

**Goal and Outcome**

Use the story map to take notes about your book as you read.

Use your story map to tell a partner about the book.

For use with TE pp. 546-549 **SG8.2** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Spaghetti and Meatballs for All!**

Review the story words with your group. Then discuss these questions together.

Story Words
absolutely
familiar
possibly
single
cycle

1. **Character's Motive** Why do Mr. and Mrs. Comfort have a party?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What goal does Mrs. Comfort have when she sets up the tables?
  - **Events** Why do guests start putting tables together? What happens as a result?
  - **Outcome** What do people do to solve the problem?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what happens when guests put tables together in one long row on pages 24-25.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
4. **Question Generalize** What tools can help people plan parties like the Comforts' family reunion?

For use with TE pp. 546-549 **SG8.3** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The High-Wheeler Race**

Review the story words with your group. Then discuss these questions together.

Story Words
actually
available
explanation
figure
probably

1. **Character's Motive** Review Chapter 1. Why does Naomi use her calculator during the town meeting?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What is the plan for the race? How many laps will the racers complete? Where do they begin and end?
  - **Events** Review Chapter 3. How does Naomi figure out that her dad made a mistake?
  - **Outcome** Review Chapter 4. What tools do Naomi and her father use to fix the mistake?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about why the mayor was waiting at the wrong place.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Question Generalize** What tools can people use to check for mistakes? What tools can people use to communicate problems to other people?

For use with TE pp. 546-549 **SG8.4** Unit 8 | Getting There

**OL** ON LEVEL 590L

**7 × 9 = Trouble PART 1**  
by Claudia Mills

**Build Comprehension**

- **Classify Details** *What does Wilson like most about third grade?* (Squiggles) *What does Wilson like least about third grade?* (multiplication tables)
- **Make Judgments** *Do you agree that all third graders should know the multiplication tables to 12? Why or why not?* (Possible response: I agree because the multiplication facts are important. I disagree because people can use calculators.)

**Writing Options**

- **Friendly Advice** Have students write three sentences of advice they might give Wilson to help him study math. Suggest that students tell about ways they learned math skills.
- **Number Sentences** Tell students that writing sentences might help Wilson remember multiplication facts. For example, to remember  $7 \times 6 = 42$ , students might write, "If you have seven boxes of six crayons you have 42 crayons." Encourage students to write five sentences to help Wilson.
- **Journal Entry** Invite students to write about a subject in school or particular project that they had to work hard to learn or finish. Encourage them to include strategies or solutions that helped them.

**AL** ABOVE LEVEL 740L

**Me and Rolly Maloo PART 1**  
by Janet S. Wong

**Build Comprehension**

- **Make Comparisons** *How are Rolly and Jenna different?* (Possible response: Rolly is very popular at school; Jenna is very smart, especially at math, but she is not as popular.)
- **Analyze Conflict** *What problem does Jenna have during the math test?* (Jenna has to decide whether or not to give Rolly answers to the test.) *What does she decide to do?* (She decides to give the answers.) *Why does she decide to do this?* (She wants to be helpful and wants to be more popular.)

**Writing Options**

- **Friendly Advice** How might someone have been able to convince Jenna to do the right thing during the math test? Have students write a short paragraph giving Jenna advice about what she should do. Encourage them to tell why.
- **Email** Have students write an email to Jenna, Rolly, or another character from the book. Suggest that they give their opinion of the character's actions in the book, so far.
- **Journal Entry** Invite students to write about a time they took a test that made them nervous. Encourage them to tell what they did to feel better.



**Connect Across Texts**

**AFTER READING** Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.7** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**7 × 9 = Trouble PART 1**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
concentrate  
instead  
nervous  
satisfying  
search

1. **Character's Motive** Review Chapter 1. Why is Wilson nervous about Mrs. Porter's note?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What does Wilson need to concentrate on? Why?
  - **Events** Why is it sometimes hard for Wilson to study? What would he rather be doing?
  - **Outcome** What happens when Josh comes to play at Wilson's house?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what it is like for Wilson to study with his brother Kipper.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Question Generalize** What tools can help you when you need to memorize something like multiplication tables?

For use with TE pp. 526–529 **SG8.5** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Me and Rolly Maloo PART 1**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
concentrate  
consider  
reason  
usual  
whole

1. **Character's Motive** Review Chapter 4. What are some of the reasons Jenna decides to help Rolly?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** Review Chapter 1. What is Rolly's goal?
  - **Events** How does Rolly use Jenna to help her reach this goal?
  - **Outcome** What happens to Jenna as a result of what Rolly did?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what happens during the math test in Chapters 3 and 4.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Question Generalize** When might it be unfair to use tools to help you solve problems? What are some examples you can think of?

For use with TE pp. 526–529 **SG8.6** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Connect Across Texts**  
Share the story words with your group. Then take notes as you listen to each summary.

Spaghetti and Meatballs for All!
The High-Wheeler Race
7 × 9 = Trouble, Part 1
Me and Rolly Maloo, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do these books show about how we use numbers in real life?
2. What reading strategies helped you understand what you read? Give an example of how you used a reading strategy to help you understand the text.
3. **Question** How do these stories show how tools can help you solve problems? How can tools sometimes create problems?

For use with TE pp. 526–529 **SG8.7** Unit 8 | Getting There



### OBJECTIVES

#### Thematic Connection: Measurement

Read and Comprehend Informational Text

Ask Questions to Comprehend Text

## Extreme Challenge! by J.J. Kelley and Greta Gilbert

**Summary** *Extreme Challenge!* explores how three individuals overcame obstacles to meet challenging personal goals. It also invites students to create their own personal challenge. In “Paddle to Seattle,” J. J. Kelley explains how he and his friend Josh Thomas traveled 1,300 miles by kayak from Alaska to Seattle. The two paddled south along the Inside Passage waterway. Kelley describes the hard rain and bitter winds they faced. However, they never gave up. In “Wendy Booker and the Seven Summits,” Greta Gilbert introduces Booker, who has climbed six of the world’s seven highest mountains, in spite of having multiple sclerosis. Booker hopes to inspire others as she gets ready to scale Mount Everest. “Design Your Own Extreme Challenge!” shows students how to reach a difficult goal in their own neighborhood.



**Activate Prior Knowledge** Display the front cover and read the title aloud. Ask: *What are the people doing?* (river rafting) *What makes this activity a challenge?* (Possible responses: It is scary; it is hard work; it is possibly dangerous.)

**Build Background** Explain that Josh Thomas and J. J. Kelley set a goal to paddle 1,300 miles in kayaks. Wendy Booker, though fighting a disease, challenged herself to climb the world’s highest mountains. All three had to overcome obstacles. Use the map on page 3 to identify the kayakers’ route. Then point out Mount Everest in the photo on page 12.

### PROGRAM RESOURCES

#### PRINT ONLY

*Extreme Challenge!* Pioneer Edition

*Extreme Challenge!* Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—Paddle to Seattle

### COMMON CORE STANDARDS

#### Reading

Ask and Answer Questions About Text CC.3.Rinf.1

Read and Comprehend Informational Text CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words CC.3.L.6

### Mini Lesson

#### Ask Questions to Comprehend Text

Explain: *As you read, stop and ask questions about what you just read.*

*This helps you check your understanding of new information. Form questions that begin with who, what, where, when, why, and how.*

*Then refer to specific parts of the text to answer the question. Point out that good readers know how to ask questions as they read.*

Read aloud the following text from page 4 of the Pioneer Edition of *Extreme Challenge!* as students listen.

#### Getting Ready

Finally, we picked our route. We couldn’t paddle in the Pacific Ocean. The water is too rough. Instead, we chose to follow the Inside Passage. It is a kind of water path.

The water is calmer in the passage. Storms aren’t as bad. The waves reach one meter. That’s better than four meters!

#### Text from Pioneer Edition

Then, think aloud to model how to ask and answer questions as you read: *After reading the first paragraph, I can ask a question to check that I understood the information. So I ask the question:*

- *What route did the kayakers take?*

*The text says that the kayakers “chose to follow the Inside Passage” and that “It is a kind of water path.” Point out that you used specific phrases from the text to answer the question.*

Have students ask and answer a question about the second paragraph above. They should include words and phrases from the text in their answer. (Possible response: Why did the kayakers choose this path? The kayakers chose this path because the “water is calmer” and “storms aren’t as bad.” The waves only reach “one meter” instead of “four meters.”)

**BL** BELOW LEVEL 430L



**PIONEER EDITION**

Lexile: 430L | GR: L

**Content Connection:** Distance

**Social Studies Vocabulary**

Use Wordwise on pages 8 and 13 to introduce new words:

*gear mainland numb obstacle summit*  
*temperate rain forest tide*

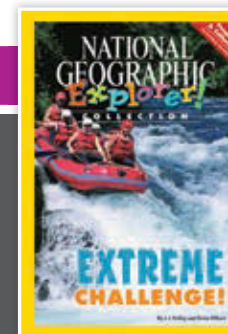
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What goal did Josh Thomas and J. J. Kelley have? (They wanted to kayak from Alaska to Seattle.) How did they reach it? (They practiced paddling. They carefully planned their route and what they would take with them.)
- Details** Name two challenges the kayakers faced. (Possible response: They paddled for days in the rain and wind. Also, it was dangerous when whales swam around them in the water.)
- Make Inferences** Why does Wendy Booker climb mountains? Find sentences that tell the answer. (Possible response: On page 13, Wendy says she “wants to show how fun climbing can be” and she climbs “to inspire others.”)
- Ask Questions to Comprehend Text** What are two questions you have about the Seven Summits? (Possible response: What are the Seven Summits? Where are they?)
- Compare/Contrast** How are the people in the articles similar? (They all set challenging goals for themselves.) How are they different? (Possible response: Josh and J. J. do not have a disability like Wendy. Wendy was trying to set a new record, but the two men were not.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: Q

**Content Connection:** Distance

**Social Studies Vocabulary**

Use Wordwise on pages 8 and 13 to introduce new words:

*archipelago gear mainland numb obstacle*  
*quest summit temperate rain forest tide*

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What goal did Josh Thomas and J. J. Kelley have? (They wanted to kayak from Alaska to Seattle.)
- Details** Name two challenges the kayakers faced. (Possible response: They paddled for days in strong wind. Whales swam around them.) How did they meet these challenges? (Possible response: They paddled in the morning, when the wind was lightest. J. J. knocked on his kayak to keep whales away.)
- Explain** What obstacles must Wendy Booker overcome as she climbs a mountain? (the effects of MS and bad weather) Why does she do it? (Possible response: It inspires others.)
- Ask Questions to Comprehend Text** What are two questions you have about the Seven Summits? (Possible response: What are the Seven Summits? Where are they?) Where can you look to find the answers? (page 11; pages 12–13)
- Compare/Contrast** How are the people in the articles similar? (They all set challenging goals.) How are they different? (Possible response: Josh and J. J. do not have a disability like Wendy. Wendy was trying to set a new record, but the men were not.)

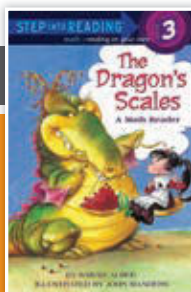
**Check & Reteach**

**OBJECTIVE:** Ask Questions to Comprehend Text

Have partners ask and answer questions to comprehend the section “Week 4: Deadman Island, Alaska” on page 6. (Possible responses: How does a temperate rain forest form? How much rain does a temperate rain forest get? )

For students who cannot ask and answer questions to comprehend a text, reteach using “The Invisible Enemy” on page 13. Say: *This section discusses Booker’s disease. What questions can you ask about the disease to help you understand it?* Have students skim the text. Make a class list of questions. Guide students as they answer each question. Help them to include words and phrases from the text. (Possible response: What does multiple sclerosis do to people? MS “can make people dizzy.” It can “make muscles hard to control,” and it can make body parts “totally numb.”)

**BL** BELOW LEVEL 400L



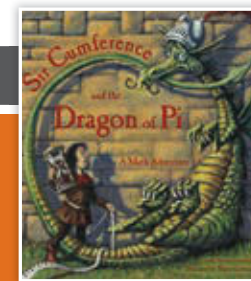
## The Dragon's Scales

by Sarah Albee

Content Connection:  
**Measuring Weight**

Fairy Tale | Pages: 48 | Lexile: 400L | GR: L

**BL** BELOW LEVEL AD510L



## Sir Cumference and the Dragon of Pi

by Cindy Neuschwander

Content Connection: **Measuring Distance**

Fairy Tale | Pages: 32 | Lexile: AD510L | GR: N

### OBJECTIVES

#### Thematic Connection: Measurement

Read and Comprehend Literature

Analyze Character

Choose and Use Reading Strategy

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Practice Master SG8.8, page SG35

Practice Master SG8.9, page SG36

Practice Master SG8.10, page SG37

Practice Master SG8.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Balance Scales

### SUGGESTED PACING

DAY 2 Introduce and read pages 1–23

DAY 3 Read pages 24–48 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** A big dragon comes to Berry Town and keeps people from crossing the bridge to get to the tasty berries they love. A young girl named Holly challenges the dragon to a contest. Seeing that the dragon has a set of scales, the schoolteacher asks them three questions about weights. Holly gets the first two questions right: one apple is heavier than two peas and a little bag of gold weighs more than a big bag of cotton. The dragon loses and starts to cry. Holly feels sad and asks him one more question. He gets the answer right—a bucket of bricks weighs more than a bucket of feathers. The dragon stays in town and becomes a watchdragon for Berry Town.

**Activate Prior Knowledge** Ask: *How do you find out how heavy something is?* (Possible answer: Use a scale.)

**Build Background** Display the photo of a balance scale from the **Digital Library**. Say: *You can use a balance scale to compare weights. The side with the heavier item will go down.*

**Story Words** Use **Practice Master SG8.8** to extend vocabulary.

amount, page 45

carefully, page 44

contest, page 22

matter, page 28

promise, page 42

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

Practice Master SG8.8, page SG35

Practice Master SG8.9, page SG36

Practice Master SG8.11, page SG38

Practice Master SG8.14, page SG41

#### TECHNOLOGY ONLY

Digital Library: Pizza

### SUGGESTED PACING

DAY 2 Introduce and read pages 1–9

DAY 3 Read pages 10–21

DAY 4 Read pages 22–32 and discuss

DAY 5 Connect across texts

**Summary** After eating lunch, Radius's father, Sir Cumference, has an upset stomach. Radius retrieves a medical potion from the doctor's room called "Fire Belly." His father takes it and turns into a dragon! Radius rushes back to the doctor's room and finds a bottle with a riddle that tells the correct dose. The riddle leads Radius to calculate pi. He divides the circumference by the diameter for many circles—wheels, pies, an onion, a bowl, and even the dragon himself—to find the correct dose: three and one-seventh spoonfuls. His father turns back into a knight just in time, before the other knights come to attack him.

**Activate Prior Knowledge** Ask: *What things do you see every day that are circles?* (Possible answers: wheels; plates)

**Build Background** Display the photo of a pizza from the **Digital Library**. Say: *A pizza is a circle. The distance across a circle is the diameter. The distance around the circle is the circumference. The distance from the center to the edge is the radius.*

**Story Words** Use **Practice Master SG8.8** to extend vocabulary.

alert, page 9

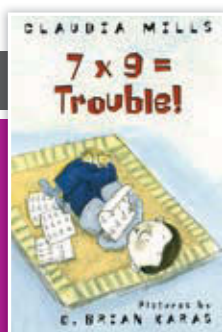
diagram, page 21

discovery, page 30

surround, page 27

worry, page 8

**OL** ON LEVEL 590L

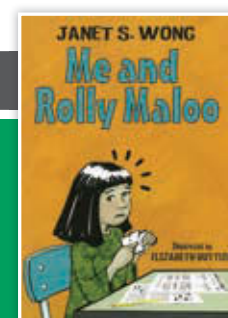


**7 × 9 = Trouble PART 2**  
by Claudia Mills

Content Connection:  
**Learning Math**

Realistic Fiction | Pages: 51 | Lexile: 590L | GR: O

**AL** ABOVE LEVEL 740L



**Me and Rolly Maloo PART 2**  
by Janet S. Wong

Content Connection:  
**Learning Math**

Realistic Fiction | Pages: 55 | Lexile: 740L | GR: R

**COMMON CORE STANDARDS**

**Reading**

Recount [Stories/Myths/Folk Tales]	CC.3.Rlit.2
Summarize	CC.3.Rlit.2
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Read and Comprehend Literature	CC.3.Rlit.10

**Writing**

Write Over Shorter Time for Specific Tasks CC.3.W.10

**Speaking and Listening**

Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.12, page SG39
- Practice Master SG8.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Relief Map

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 54–73
- DAY 3 Read pages 74–94
- DAY 4 Read pages 95–104 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG6–SG9.

**Review Part 1** For a complete summary of *7x9 = Trouble*, see page SG6. Remind students to complete the story map by noting the most important events and the outcome. To review plot events, ask: *What is Wilson's biggest challenge?* (He needs to pass his multiplication test through the twelves.) *Why doesn't Wilson have a pet at home?* (His parents do not allow him to have one.) *How is Laura different from Wilson?* (Possible response: She has already passed the math test. Math is easy for her.)

**Activate Prior Knowledge** Ask: *Who do you ask for help when you need to study something for school?*

**Build Background** Display the relief map from the **Digital Library**. Explain that a relief map is a map that shows the surfaces of an area. For instance, if the map has mountains, the mountains would stick up from the map.

**Story Words** Use **Practice Master SG8.8** to extend vocabulary.

- |                             |                          |                         |
|-----------------------------|--------------------------|-------------------------|
| <i>definitely</i> , page 85 | <i>eager</i> , page 55   | <i>manage</i> , page 59 |
| <i>pleasure</i> , page 55   | <i>suggest</i> , page 64 |                         |

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.8, page SG35
- Practice Master SG8.9, page SG36
- Practice Master SG8.13, page SG40
- Practice Master SG8.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Speech and Thought Balloons

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 68–95
- DAY 3 Read pages 96–111
- DAY 4 Read pages 112–122 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG6–SG9.

**Review Part 1** For a complete summary of *Me and Rolly Maloo*, see page SG6. Remind students to complete the story map by noting the most important events and the outcome. To review plot events, ask: *What happened during the math test?* (Rolly asked Jenna for answers; Jenna decided to give them and got caught.) *What does Mrs. Pie do about the problem?* (She decides to investigate to try to find out who was cheating.)

**Activate Prior Knowledge** Ask: *What are some ways that people spread rumors?* (Possible answers: talking or sending messages)

**Build Background** Display the speech balloons from the **Digital Library**. Say: *Artists use balloons to tell what people say and think. If the balloon has a point or arrow that leads to the character, it tells words spoken out loud. If the balloon looks like a cloud and small circles lead to the character, it tells what the character is thinking.*

**Story Words** Use **Practice Master SG8.8** to extend vocabulary.

- |                             |                                |                         |
|-----------------------------|--------------------------------|-------------------------|
| <i>especially</i> , page 68 | <i>investigation</i> , page 81 | <i>normal</i> , page 81 |
| <i>outrageous</i> , page 84 | <i>realize</i> , page 73       |                         |



## BL BELOW LEVEL 400L

### The Dragon's Scales

by Sarah Albee

#### Build Comprehension

- **Make Comparisons** *How is the contest in the story different from contests the dragon is used to?* (Possible response: The dragon's other contests have been fights that need strength. This contest needs intelligence.)
- **Draw Conclusions** *Why does the dragon get the first two questions wrong?* (Possible response: The dragon uses bad logic to answer. He thinks that two things will always be heavier than one and that a big thing will always be heavier than a small one.)

#### Writing Options

- **Interview Questions** What questions would students like to ask Holly or the dragon after the contest? Have students write at least five questions they might ask.
- **New Brief** Have students write a report for the Berry Town Paper that tells about what happened when the dragon came to town. Remind them that a good news brief answers the questions *who, what, where, when, why, and how.*
- **Journal Entry** Invite students to write about two things they would like to place in the dragon's scales. Ask them to describe which one would be heavier and tell why.

## BL BELOW LEVEL AD510L

### Sir Cumference and the Dragon of Pi

by Cindy Neuschwander

#### Build Comprehension

- **Make Inferences** *What might have happened if Radius was not able to cure his father in time? Why?* (The knights might have killed him because they thought he was a dragon.)
- **Form Generalizations** *How could you check that Radius finds the correct value for pi?* (Possible response: I could measure a circle, such as a plate. First, I would measure the distance around the plate. Then I would measure the distance across it. Finally I would divide the first number by the second.)

#### Writing Options

- **List** Have students make a list of all of the circles that Radius measures in order to find the correct cure. Encourage them to describe how they could measure each circle.
- **Dialogue** Have students write a dialogue between Sir Cumference and Radius. They can choose to write their scene when Sir Cumference is still a dragon or after he has turned back into a knight.
- **Journal Entry** Invite students to describe three circles they could measure, following the same steps Radius used. Have them predict what results they might find.

### Check & Reteach

Ask students to talk about characters in the book they read. If students have difficulty describing characters, refer them to their character description charts. Ask: *What does the character do? What does the character say? What do these things tell you about the character?*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Character Description Chart**

**Analyze Character**

Use the character description chart to take notes about the characters in your book as you read.

Character	What the Character Does	What This Shows About the Character

Use your character description chart to tell a partner about the book.

For use with TE pp. 5012-5019 **SG8.9** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Dragon's Scales**

Review the story words with your group. Then discuss these questions together.

**1. Analyze Plot** What causes a problem in Berry Town?

**2. Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.

- **What the Character Does** What does Holly do to help Berry Town?
- **What This Shows About the Character** What words can you use to say what Holly is like?
- **What the Character Does** How does the dragon act when the contest is over? Why?
- **What This Shows About the Character** How does this change your idea about what the dragon is like?

**3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the teacher's third question on pages 44-45.

- **Think** What were you trying to understand?
- **Decide** What reading strategy did you use?
- **Explain** How did the strategy help you?

**4. Write Question Generalize** How can a set of scales be a useful tool?

Story Words  
amount  
carefully  
contest  
matter  
promise

For use with TE pp. 5012-5019 **SG8.10** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Sir Cumference and the Dragon of Pi**

Review the story words with your group. Then discuss these questions together.

**1. Analyze Plot** What mistake does Radius make? How does he fix his mistake?

**2. Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.

- **What the Character Does** Review pages 6-7. What does Sir Cumference do when Radius brings him a bottle?
- **What This Shows About the Character** What does this tell you about how Sir Cumference feels about his son?
- **What the Character Does** What does Radius do to help his father?
- **What This Shows About the Character** What do his actions tell you about him?

**3. Choose and Use Reading Strategies** Review reading strategies with your group. Choose a passage from your book. You might discuss the diagrams on page 21.

- **Think** What were you trying to understand?
- **Decide** What reading strategy did you use?
- **Explain** How did the strategy help you?

**4. Write Question Generalize** What tools can help you figure out amounts?

Story Words  
alert  
diagram  
discovery  
surround  
wary

For use with TE pp. 5012-5019 **SG8.11** Unit 8 | Getting There

**OL** ON LEVEL 590L

**7 × 9 = Trouble PART 2**  
by Claudia Mills

**Build Comprehension**

- **Identify Theme** *What does this book tell you about school?* (Possible responses: Not every student has the same skills. Some students have to work harder at some subjects, like math. If you do not give up, you can reach a difficult goal.)
- **Form Opinions** *What helped Wilson the most as he tried to pass the multiplication test?* (Possible responses: Wilson did not give up even when it was hard; Wilson got help from his family and friends.)

**Writing Options**

- **Interview Questions and Answers** Have students imagine that they could interview Wilson at the end of the book. Suggest that they write at least five questions, using *who, what, where, when, why, and how*. Then encourage students to write how Wilson might respond to each question.
- **Sequel** Invite students to write a story that tells about Wilson and his new pet hamster, Snuggles. Encourage students to review Chapter 10 for information about how Wilson gets Snuggles.
- **Journal Entry** Invite students to describe a reward that might make them work harder at school.

**AL** ABOVE LEVEL 740L

**Me and Rolly Maloo PART 2**  
by Janet S. Wong

**Build Comprehension**

- **Make Inferences** *Why does Jenna call Patty's and Rolly's mothers the "Wolverine Mamas"?* (Possible responses: because they act meanly toward Mrs. Pie and the other mothers)
- **Explain** *How does Mrs. Pie prove that Rolly cheated?* (She makes her write her 9s to see if they match the handwriting on the paper ball.)

**Writing Options**

- **Speech** Both Jenna's classmates and her classmates' mothers gossip and spread rumors about Jenna Lee. Have students write a speech they would give to the these people telling them why they should not gossip about others.
- **Comic Strip** Have students write a comic strip about the characters from *Me and Rolly Maloo*. Remind them to include the characters' words and thoughts.
- **Journal Entry** Invite students to tell about a time they have protected a friend, classmate, or sibling from being punished. Have them tell what happened and why they behaved as they did.



**Connect Across Texts**

**AFTER READING** Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.14** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**7 × 9 = Trouble PART 2**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
definitely \_\_\_\_\_  
eager \_\_\_\_\_  
manage \_\_\_\_\_  
pleasure \_\_\_\_\_  
suggest \_\_\_\_\_

1. **Analyze Plot** Wilson offered Kipper part of his ice cream cone. How did this lead to Wilson getting a second ice cream cone?
2. **Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** Review Chapter 6. How does Laura help Wilson?
  - **What This Shows About the Character** Does this change your opinion of Laura? Explain.
  - **What the Character Does** Review Chapter 7. How does Wilson treat his brother Kipper?
  - **What This Shows About the Character** What do you know about Wilson because of the way he acts with Kipper?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the end of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
4. **Question** **Generalize** How can tests be important tools?

For use with TE pp. 5022-5029 **SG8.12** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Me and Rolly Maloo PART 2**  
Review the story words with your group. Then discuss these questions together.

**Story Words**  
especially \_\_\_\_\_  
investigation \_\_\_\_\_  
normal \_\_\_\_\_  
outrageous \_\_\_\_\_  
realize \_\_\_\_\_

1. **Analyze Plot** How do Jenna's problems get worse in the second half of the book?
2. **Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** How does Mrs. Pie carry out an investigation?
  - **What This Shows About the Character** What do you learn about Mrs. Pie from how she acts?
  - **What the Character Does** Review pages 106-107. How does Jenna act when she tells her mother the truth about what happened?
  - **What This Shows About the Character** What do you learn about Jenna from what she tells her mother?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the end of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Question** **Generalize** How can tests like the ones in the book be a useful tool?

For use with TE pp. 5022-5029 **SG8.13** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**  
**Connect Across Texts**  
Share the story words with your group. Then take notes as you listen to each summary.

The Dragon's Scales
Sir Cumberence and the Dragon of Pi
7 × 9 = Trouble, Part 2
Me and Rolly Maloo, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did you learn from these books about the tools people use to measure things?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **Question** How do these characters reach their goals?

For use with TE pp. 5022-5029 **SG8.14** Unit 8 | Getting There

### OBJECTIVES

#### Thematic Connection: Tools and Navigation

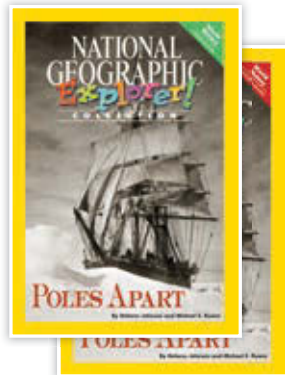
Read and Comprehend Informational Text

Ask Questions to Comprehend Text

## Poles Apart

by Dolores Johnson and Michael E. Ruane

**Summary** *Poles Apart* tells the stories of three successful attempts to reach the North and South Poles for the first time. In “Arctic Adventure,” Dolores Johnson introduces Matthew Henson, the first explorer to reach the North Pole. Robert Peary asked Henson, an African American, to join his expedition to the Pole in 1909. On the trip, Henson survived extreme conditions by using skills learned from the Inuit. At first, people did not believe he was the first man to reach the Pole. However, near the end of his life, he was honored for his amazing achievement. “Race to the South Pole” by Michael E. Ruane describes the competition between Robert F. Scott and Roald Amundsen to reach the South Pole. Taking different routes, each explorer set out in spring of 1911. Scott reached the South Pole 34 days after Amundsen. On Scott’s return, his team died in a blizzard.



**Activate Prior Knowledge** Display the front cover. Ask: *What can people do to travel safely in very cold, remote environments?* (Possible responses: wear warm clothes; have appropriate food /water; plan well)

**Build Background** Explain that about a century ago, explorers faced frostbite, hunger, and death to be first to reach Earth’s Poles. Matthew Henson, an African American, reached the North Pole in 1909; Roald Amundsen reached the South Pole in 1911. Robert Scott followed him a month later. Use the maps on pages 5 and 8 to trace their routes.

### PROGRAM RESOURCES

#### PRINT ONLY

*Poles Apart*, Pioneer Edition

*Poles Apart*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson—South Pole

### COMMON CORE STANDARDS

#### Reading

Ask and Answer Questions About Text CC.3.Rinf.1

Read and Comprehend Informational Text CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words CC.3.L.6

### Mini Lesson

#### Ask Questions to Comprehend Text

Explain: *As you read, stop and ask questions about what you just read. This helps you check your understanding of new information. Form questions that begin with who, what, where, when, why, and how. Then refer to specific parts of the text to answer the question.* Point out that good readers know how to ask questions as they read.

Read aloud the following text from page 4 of the Pioneer Edition of *Poles Apart* as students listen.

#### The Journey Begins

The journey began. Henson built sleds on the trip. He hunted and cooked. He also did other jobs. Henson and Peary dreamed of becoming famous explorers. Henson wanted to make all African Americans feel proud.

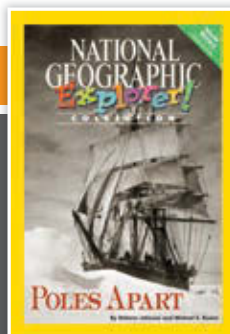
#### Text from Pioneer Edition

Then, think aloud to model how to ask and answer questions as you read: *After reading the paragraph, I can ask a question to check that I understood the information. So I ask the question:*

- *What did Henson do on the journey?*  
*The text says that Henson “built sleds” and “hunted and cooked.” He also “did other jobs.” This helps me understand what kind of jobs Henson did on the journey.* Point out that you used specific phrases from the text to answer the question.

Have students ask and answer another question about the paragraph above. They should include words and phrases from the text in their answer. (Possible response: Why was this journey important to Henson? The journey was important because Henson “wanted to make all African Americans feel proud.”)

**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Journeys to the Poles

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*Arctic Circle expedition navigation North Pole South Pole*

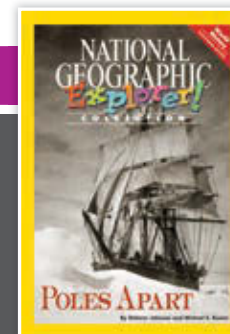
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What skills did the Inuit teach Henson? (They taught him how to survive in the Arctic, how to build icehouses, how to hunt for food, and how to drive a sled.)
- Explain** How did Henson help make the journey to the North Pole a success? (He built and drove sleds, hunted, and cooked. He went ahead of Perry with four men and was the first person to reach the North Pole.)
- Evaluate** Why did Scott and Amundsen race to the South Pole? (Each explorer wanted to be the first to reach the South Pole. Both started their trip at the same time, so the journeys became a race to see who would be the first to reach the Pole.)
- Describe** How did Scott and Amundsen prepare for their trips? (Both planned their trips and set up supply stations. They each chose a different route to the Pole.)
- Ask Questions to Comprehend Text** What two questions do you have about the trips to the Poles? (Possible response: How was Henson finally honored? How did people find out what happened to Scott?) Where can you look to find the answers? (first answer: "Arctic Adventure," page 7; second answer: "Race to the South Pole," page 11)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: R

**Content Connection:** Journeys to the Poles

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*Arctic Circle expedition navigation North Pole South Pole*

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What skills did Henson learn from the Inuit? (He learned how to survive in the Arctic, build icehouses, hunt caribou and musk oxen, and drive a dogsled.)
- Explain** How did Henson contribute to his expedition's success? (He built sleds, hunted, cooked, carved trails through ice, and cut through ridges with axes. He led the team and reached the North Pole first.)
- Evaluate** Why were Scott and Amundsen in a race to reach the South Pole? (Both wanted to reach the Pole first to gain success for themselves and their countries. Since they started at the same time, the trips became a race.)
- Compare/Contrast** How were Scott's and Amundsen's preparations for their trips the same and different? (Both spent a long time planning and setting up supply stations. The men chose different routes, clothes, and animals for their trips.)
- Ask Questions to Comprehend Text** What two questions do you have about the trips to the Poles? (Possible response: How was Henson finally honored? How did people find out what happened to Scott?) Where can you look to find the answers? (first answer: page 7; second answer: page 11)

**Check & Reteach**

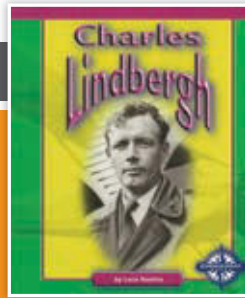
**OBJECTIVE:** Ask Questions to Comprehend Text

Have partners ask and answer questions to comprehend the section "Returning Home" on page 7. (Possible responses: Why did people finally believe that Peary, not Cook, had reached the Pole first? Why didn't people believe Henson when he told his story?)

For students who cannot ask and answer questions to comprehend a text, reteach with "Getting Ready" on pages 8–9. Say: *This section discusses how Scott and Amundsen got ready for their trips. What questions can you ask to help you understand what they did?* Have students skim the text. Make a class list of questions they might ask. Guide students as they answer the questions. Help them include phrases from the text. (Possible response: Why did they set up supply stations? So they "wouldn't have to carry" all their supplies.)



**BL** BELOW LEVEL



## Charles Lindbergh

by Lucia Raatma

Content Connection:  
**Flight**

Biography | Pages: 32

**BL** BELOW LEVEL AD500L



## Night Flight: Amelia Earhart Crosses the Atlantic

by Robert Burleigh

Content Connection: **Flight**

Narrative Nonfiction | Pages: 40 | Lexile: AD500L | GR: N

### OBJECTIVES

#### Thematic Connection: Tools and Navigation

##### Read and Comprehend Informational Texts

- Main Idea and Details
- Choose and Use Reading Strategy

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG8.15, page SG42
- Practice Master SG8.16, page SG43
- Practice Master SG8.17, page SG44
- Practice Master SG8.21, page SG48

#### TECHNOLOGY ONLY

Digital Library: Atlantic Ocean

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Charles Lindbergh was born in 1902, before people flew airplanes. He grew up loving machines and went to flying school to follow his dreams. He became a stunt pilot before joining the army, and then a mail pilot. But he still had bigger dreams. He wanted to fly solo across the Atlantic Ocean, something no one had done before. In 1927, he took off from New York City, landed in Paris 33 hours later, and became a hero. Lindbergh married Anne Morrow and, in 1932, their first son was kidnapped and killed. Lindbergh helped improve planes in World War II and worked to improve the environment.

**Activate Prior Knowledge** Ask: *Do you have any big goals you would like to accomplish one day? What are they?*

**Build Background** Display the map of the Atlantic Ocean from the **Digital Library**. Say: *The Atlantic Ocean is the second-largest ocean. It separates North and South America from Europe and Africa. The route from New York to Paris is about 3,600 miles.*

**Story Words** Use **Practice Master SG8.15** to extend vocabulary.

- impress, page 23
- improve, page 24
- perform, page 9
- route, page 11
- successful, page 14

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG8.15, page SG42
- Practice Master SG8.16, page SG43
- Practice Master SG8.18, page SG45
- Practice Master SG8.21, page SG48

#### TECHNOLOGY ONLY

Digital Library: Atlantic Ocean

### SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

**Summary** On May 20, 1932, Amelia Earhart leaves Newfoundland on a daring journey. She hopes to be the first woman to fly across the Atlantic Ocean. The trip becomes more dangerous as night falls and a storm begins. Some of the equipment on the plane breaks, so she does not know how high she is. But she does not give up. The plane is icy and heavy, and suddenly very near to the ocean. She turns the controls and it rises to safety. Fifteen hours later, tired but thrilled, she lands in a field in Ireland. She has reached her goal. An afterword fills in details about Earhart's life, including her fatal crash in 1937.

**Activate Prior Knowledge** Ask: *When has something been harder to do than you thought? What did you do?*

**Build Background** Display the map of the Atlantic Ocean from the **Digital Library**. Say: *The Atlantic Ocean separates the Americas from Europe and Africa. Amelia Earhart was the first woman to ever fly a plane across it.*

**Story Words** Use **Practice Master SG8.15** to extend vocabulary.

- ascend, page 9
- constant, page 12
- control, page 18
- gain, page 18
- warning, page 15

**OL** ON LEVEL AD570L



**Flight**  
by Robert Burleigh

Content Connection:  
**Flight**

**Narrative Nonfiction** | Pages: 32 | Lexile: AD570L | GR: N

**AL** ABOVE LEVEL 750L



**It Can't Be Done, Nellie Bly!** PART 1  
by Nancy Butcher

Content Connection:  
**Racing Around the World**

**Narrative Nonfiction** | Pages: 144 | Lexile: 750 | GR: R

**COMMON CORE STANDARDS**

**Reading**

Summarize	CC.3.Rlit.2
Determine the Main Idea of a Text	CC.3.Rinf.2
Explain How Details Support the Main Idea	CC.3.Rinf.3
Relate Ideas	CC.3.Rinf.3
Read and Comprehend Informational Texts	CC.3.Rinf.10

**Writing**

Write Over Shorter Time for Specific Tasks CC.3.W.10

**Speaking and Listening**

Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.15, page SG42
- Practice Master SG8.16, page SG43
- Practice Master SG8.19, page SG46
- Practice Master SG8.21, page SG48

**TECHNOLOGY ONLY**

Digital Library: Atlantic Ocean

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–21
- DAY 4 Read pages 22–32 and discuss
- DAY 5 Connect across texts

**Summary** On May 20, 1927, Charles Lindbergh begins his journey to be the first man to fly across the Atlantic Ocean. He leaves New York in the morning and keeps a diary as he flies. As night falls, he must stay awake and on course to save his limited fuel. As morning comes, he feels completely alone. At last, he comes to Ireland, but flies on to his goal, Paris. He arrives about 33 hours after he left, tired but deeply satisfied. He will wake up a hero.

**Activate Prior Knowledge** Ask: *How do you stay awake when you do not want to go to sleep?*

**Build Background** Display the map of the Atlantic Ocean from the **Digital Library**. Say: *The Atlantic Ocean separates North and South America from Europe and Africa. The route from New York to Paris is about 3,600 miles.*

**Story Words** Use **Practice Master SG8.15** to extend vocabulary.

- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| attempt, page 6 | beyond, page 8  | complete, page 13 |
| gain, page 8    | moment, page 28 |                   |

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.15, page SG42
- Practice Master SG8.16, page SG43
- Practice Master SG8.20, page SG47
- Practice Master SG8.21, page SG48

**TECHNOLOGY ONLY**

Digital Library: Augusta Victoria

**SUGGESTED PACING, PART 1**

- DAY 2 Introduce and read pages 1–16
- DAY 3 Read pages 17–33
- DAY 4 Read pages 34–39 and discuss
- DAY 5 Connect across texts

**PART 2:**  
See pages SG24–SG27.

**Summary** Fearless reporter Nellie Bly races around the world in 1889, trying to beat the record of a fictional character who made the trip in 80 days. She has to overcome many people's doubts just to get started—they don't think anyone can do it, and especially not a woman. But Nellie is determined and courageous. Another woman reporter, Elizabeth Bisland, starts the same day and goes in the other direction. From boat to train, Nellie investigates the world and finally arrives back in New York, wins the race, and becomes a hero.

**Activate Prior Knowledge** Ask: *What are some of the ways you can travel today?* (Possible answers: cars; trains; planes; subways)

**Build Background** Display the photo of the Augusta Victoria from the **Digital Library**. Say: *In 1889, the only way to cross the ocean was by ship. Large passenger ships, like the Augusta Victoria, which Nellie Bly rode, crossed the Atlantic Ocean in about a week.*

**Story Words** Use **Practice Master SG8.15** to extend vocabulary.

- |                |                    |                  |
|----------------|--------------------|------------------|
| insist, page 3 | require, page 4    | research, page 2 |
| social, page 1 | temporary, page 15 |                  |

## BL BELOW LEVEL

### Charles Lindbergh

by Lucia Raatma

#### Build Comprehension

- **Problem and Solution** *Why couldn't Charles Lindbergh fly a regular plane over the Atlantic?* (Normal planes were heavy and needed too much fuel.) *How did Lindbergh solve this problem?* (He built a lighter plane. He did not bring anything heavy. He used a wicker chair instead of a pilot seat.)
- **Identify Theme** *What can Lindbergh's life teach other people about reaching their goals?* (Possible responses: It takes time, hard work, and skill to reach a difficult goal.)

#### Writing Options

- **List** Have students write a list of the most important events in Lindbergh's life. Encourage them to include events from each part of his life.
- **Interview Questions** Have students imagine that they could interview Lindbergh. Suggest that they write five questions they would like to ask him. Remind students to use a variety of question words: *who, what, where, when, why, how.*
- **Journal Entry** Invite students to write about a goal they would like to accomplish when they grow up. Encourage them to include ideas about what it will take to reach their goals.

## BL BELOW LEVEL AD500L

### Night Flight

by Robert Burleigh

#### Build Comprehension

- **Analyze Motivation** *Why did Amelia Earhart want to cross the ocean in an airplane?* (Possible responses: She wanted to show that women could do the same things as men; she was adventurous; she liked to challenge herself.)
- **Goal and Outcome** *How does the weather create problems for Earhart?* (Possible responses: A storm breaks her altimeter so she does not know how high she is; ice on the wings makes the plane go more slowly.) *What other problems does she face?* (Possible responses: the exhaust pipe cracks; she is tired.)

#### Writing Options

- **News Brief** Have students write a news brief describing Earhart's flight across the Atlantic Ocean. Remind them that a good news brief answers the questions *who, what, where, when, why, and how.*
- **Opinion Statement** Why was Earhart's trip a success? Have students write a statement that tells why she was able to do something that no woman had done before.
- **Journal Entry** Amelia Earhart is a hero to many women for what she accomplished. Invite students to tell about their heroes. Have them include things their heroes have done to make students look up to them.

### Check & Reteach

Ask students to talk about the main idea and details in the book they read. If students have difficulty identifying main ideas and details, refer them to their main idea diagram. Ask: *What is the book mostly about? What details support this big idea?*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main Idea Diagram**

**Main Idea and Details**

Use the main idea diagram to take notes about the important ideas in your book as you read and details about those ideas.

Main Idea	Details

Use your main idea diagram to tell a partner about the book.

For use with TE pp. 5218-5221 **SG8.16** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Charles Lindbergh**

Review the story words with your group. Then discuss these questions together.

**Story Words**

impress
improve
perform
route
successful

1. **Goal and Outcome** What did Lindbergh want to be the first person to ever do? Was he successful? Explain.
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important idea about Lindbergh's life?
  - **Detail** Review pages 8-9. How did Lindbergh improve his flying skill?
  - **Detail** Review pages 12-15. What helped make Lindbergh's trip to Paris successful?
  - **Detail** Review pages 22-23. How did Lindbergh use his skills to help during World War I?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about "A Hero's End" on pages 24-27.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Write Question** **Generalize** How can tools help someone like Lindbergh become a hero?

For use with TE pp. 5218-5221 **SG8.17** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Night Flight**

Review the story words with your group. Then discuss these questions together.

**Story Words**

ascend
constant
control
gain
warning

1. **Goal and Outcome** What was Amelia Earhart the first woman to ever do? What were some things that made it hard to reach her goal?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important idea about Earhart's trip from Newfoundland to Ireland?
  - **Detail** Why does Amelia Earhart decide to cross the ocean?
  - **Detail** How is the trip different than Earhart thinks it will be?
  - **Detail** How does Earhart act when she lands in Ireland?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Earhart feels when she smells leaking gas on pages 24-27.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Write Question** **Generalize** What tools did Earhart use to reach her goals? What happened when her tools did not work?

For use with TE pp. 5218-5221 **SG8.18** Unit 8 | Getting There

**OL** ON LEVEL AD570L

**Flight**  
by Robert Burleigh

**Build Comprehension**

- **Draw Conclusions** *Other pilots had tried to cross the Atlantic before Lindbergh, but were not successful. Why was Lindbergh able to finish the trip?* (Possible responses: He had planned carefully; he was very courageous and would not give up.)
- **Evaluate** *What was the hardest part of Lindbergh's trip? Why?* (Possible responses: Staying awake for so long; being alone; not having a radio for communication.)

**Writing Options**

- **Interview Questions and Answers** Many reporters met Lindbergh in Paris. Suggest that students write at least five questions that reports might have asked him, using *who, what, where, when, why,* and *how.* Then encourage students to write how Lindbergh might have responded to each question.
- **Character Sketch** Why is Charles Lindbergh a hero? Have students write a character sketch that explains what he did and why he is a hero.
- **Journal Entry** Invite students to tell about a goal they worked hard to accomplish. Encourage them to include details about what was most difficult and what helped them to reach their goal.

**AL** ABOVE LEVEL 750L

**It Can't Be Done, Nellie Bly!** PART 1  
by Nancy Butcher

**Build Comprehension**

- **Make Comparisons** *How was Nellie Bly different from many women of her time?* (Possible responses: She was very daring; she wanted to show that women could do the same things men could do; she was not afraid to travel alone.)
- **Form Generalizations** *Why is planning an important part of travel, especially for someone like Bly?* (Possible response: Planning ahead helps you know what to expect when you travel. It can help you plan for problems along the way.)

**Writing Options**

- **Letter** How might Nellie Bly have described one part of her trip? Have students write a letter from Bly to a friend, or to her readers. Remind students to include details from the book to describe what Bly saw on her journey.
- **Character Sketch** Have students write a character sketch describing Bly to someone who has not read the book. Explain that a good character sketch gives readers an idea of what the person was like by what they did and how they acted.
- **Journal Entry** Invite students to write about someone they think has as much courage as Nellie Bly and explain why.



**Connect Across Texts**

**AFTER READING** Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.21** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Flight**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
attempt \_\_\_\_\_  
beyond \_\_\_\_\_  
complete \_\_\_\_\_  
gain \_\_\_\_\_  
moment \_\_\_\_\_

1. **Goal and Outcome** What was Lindbergh's goal? What tools did he leave behind that might have helped him reach his goal? Why did he leave them?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** Why is Lindbergh's journey important?
  - **Detail** Why did Lindbergh keep a diary?
  - **Detail** What did Lindbergh do to stay awake? Why was staying awake so important?
  - **Detail** How did Lindbergh feel when he reached Paris?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might name the hardest part of Lindbergh's trip and review that part of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Generalize** What tools did Lindbergh use to achieve his goals? Why was each tool important?

For use with TE pp. 5218-5221 **SG8.19** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**It Can't Be Done, Nellie Bly!** PART 1

Review the story words with your group. Then discuss these questions together.

**Story Words**  
insist \_\_\_\_\_  
require \_\_\_\_\_  
research \_\_\_\_\_  
social \_\_\_\_\_  
temporary \_\_\_\_\_

1. **Goal and Outcome** What was Nellie Bly's goal? What were some of the reasons people thought she would not reach her goal?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important thing to know about Nellie Bly?
  - **Detail** Review Chapter 1. Why was Bly an unusual reporter?
  - **Detail** Review Chapter 3. Why was it important for Bly to visit Jules Verne?
  - **Detail** What problem did Nellie face when she rode on a ship for the first time? How did she overcome her problem?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Bly felt when she first rode on a ship in Chapter 2.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Generalize** How can tools help someone like Nellie Bly take amazing trips?

For use with TE pp. 5218-5221 **SG8.20** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Charles Lindbergh
Night Flight
Flight
It Can't Be Done, Nellie Bly, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how tools can help people travel?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **Generalize** How do these books show that it is important to choose your tools carefully?

For use with TE pp. 5218-5221 **SG8.21** Unit 8 | Getting There



### OBJECTIVES

#### Thematic Connection: Tools and Navigation

Read and Comprehend Informational Text

Use Visuals to Comprehend Text

## Race Around the World by Brain LaFleur and Beth Geiger

**Summary** *Race Around the World* describes the Four Deserts Race that takes place every year and explores the extreme conditions of each of the four deserts. It also describes several of Earth's most extreme natural wonders. In "Racing the Desert," author Brian LaFleur explains that deserts get less than 25 centimeters (10 inches) of rain per year. During the Four Deserts Race, competitors race across the Atacama in Chile, the Gobi in China, the Sahara in Africa, and finally Antarctica. The Atacama is the driest place on Earth. The Gobi has both sizzling and freezing temperatures. The Sahara is the hottest place on Earth. And Antarctica, the last stop, is the world's coldest and windiest place. "Earth's Extremes" by Beth Geiger describes other extreme places around the world, such as the Grand Canyon, the Amazon, and the Great Barrier Reef.



**Activate Prior Knowledge** Display the front cover and read the title aloud. Ask: *What is this place like?* (hot; dry; sandy) *What would you need to compete in a race here?* (water; clothes that protect against hot sun)

**Build Background** Explain that deserts get less than 25 centimeters (10 inches) of rain per year. Some deserts are hot; others are cold. Some are flat; some are rocky. Every year, people compete in a race that crosses four deserts. Use the map on page 4 to show the locations of each desert. Have volunteers point to each location and identify its continent.

### PROGRAM RESOURCES

#### PRINT ONLY

*Race Around the World, Pioneer Edition*

*Race Around the World, Pathfinder Edition*

#### TECHNOLOGY ONLY

*My Vocabulary Notebook*

### COMMON CORE STANDARDS

#### Reading

Use Illustrations

CC.3.Rinf.7

Read and Comprehend Informational Text

CC.3.Rinf.10

#### Language

Acquire and Use Domain-Specific Words

CC.3.L.6

### Mini Lesson

#### Use Visuals to Comprehend Text

**Explain:** *Often, nonfiction texts present information in a visual way to explain key points in the text and to add information. Such visual information may appear in a map, photo, or diagrams. Point out that good readers know how to use visuals to understand a text.*

Read aloud the following text from page 3 of the Pioneer Edition of *Race Around the World* as students listen.

The Four Deserts Race is no ordinary race. The race has four parts. Each part takes place in a different desert. The four deserts are the Atacama, Gobi, Sahara, and Antarctica.

#### Text from Pioneer Edition

Then, think aloud to model how to use visual information:

*The text says that each part of the Four Deserts Race takes place in a different desert. I will use the information in the text and from the map on page 4 to find out the order of the races. The text says:*

- *The four deserts are the Atacama, the Gobi, the Sahara, and Antarctica.*

*The numbers on the map give me more information:*

- *The first race is in the Atacama; it is labeled "1" on the map.*
- *The second race is in the Gobi; it is labeled "2" on the map.*

*By using the information on the map, along with the facts in the text, I can understand and explain the order of the races.*

Have students use the visual information and the information from the text above to identify the third and fourth races.

Then have students summarize what they learned from the text and the map. (The third race is in the Sahara; it is labeled "3" on the map. The fourth race is in Antarctica; it is labeled "4" on the map.)

**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Racing Around the World

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*effort extreme harsh tough*

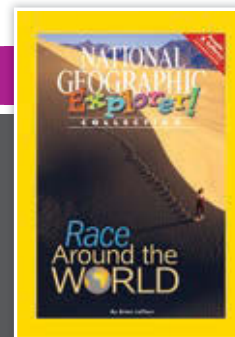
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** Where does the Four Deserts Race take place? (It takes place in the Atacama Desert in South America, the Gobi Desert in Asia, the Sahara in Africa, and Antarctica.)
- Describe** What are deserts like? (They are very dry. They get less than 25 centimeters [10 inches] of rain per year.)
- Contrast** How are the four deserts different? (The Atacama is the driest place on Earth. The Gobi has extremely hot and extremely cold temperatures. The Sahara is the hottest place on Earth. Antarctica is the coldest and windiest place in the world.)
- Use Visuals to Comprehend Text** What do the photos on pages 4–7 show about each desert? (The Atacama has rocks and dry, bare ground. Llamas survive there. The Gobi has sandy parts, and camels are used for transportation. The Sahara is sandy and has large rocks. Antarctica has blowing snow.)
- Compare/Contrast** How are deserts like Earth’s other extreme places? (Possible response: The Atacama and Angel Falls are both rocky.) How are they different? (Possible response: The Atacama is the driest place on Earth, but Angel Falls has a lot of water.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: R

**Content Connection:** Racing Around the World

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*desolate effort extreme harsh tough*

Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What is the Four Deserts Race? (It is a four-part race. Each part takes place in a different desert.) Where does it take place? (the Atacama Desert in South America, the Gobi Desert in Asia, the Sahara Desert in Africa, and Antarctica)
- Explain** Why are deserts such extreme places? (They are very dry because they receive less than 25 centimeters [10 inches] of rain per year.)
- Contrast** How is each desert different from the others? (The Atacama is the driest place on Earth; the Gobi has extremes of hot and cold temperatures; the Sahara is the hottest place on Earth; Antarctica is the coldest and windiest place in the world.)
- Use Visuals to Comprehend Text** What can you learn about each desert from the photos on pages 4–7? (The Atacama has rocks and bare ground. Llamas live there. The Gobi has some sandy parts, and people use camels there. The Sahara is sandy and has large rocks. Antarctica has blowing snow.)
- Compare/Contrast** How are deserts and other extreme places similar and different? (Possible response: Angel Falls is rocky and has lots of water; the Atacama is also rocky, but it’s dry.)

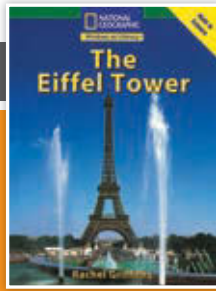
**Check & Reteach**

**OBJECTIVE:** Use Visuals to Comprehend Text

Have partners use the text and locator globe on page 9 to explain where Mount Everest is. ([Text] Mount Everest is on the border between China and Nepal. [Globe] Mount Everest is in Asia.)

For students who cannot use visual information, reteach with photos of the Grand Canyon and Angel Falls on pages 10–11. Remind students to read the captions. Say: *The photos show places in North and South America. What do the photos tell about the extreme places described in the caption text?* Have students look at the photos. Make a class list of information students gather from the photos. (Possible responses: The Grand Canyon is very deep; Angel Falls is very tall.) Have students use the information from the photos and the text to explain why each place is extreme. (Possible responses: The Grand Canyon is very deep and is 446 kilometers long; Angel Falls drops down 970 meters and is the world’s tallest waterfall.)

## BL BELOW LEVEL



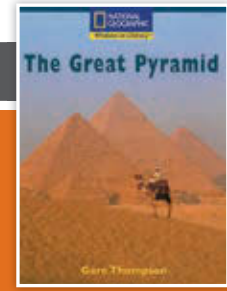
### The Eiffel Tower

by Rachel Griffiths

Content Connection:  
**Building Towers**

Expository Nonfiction | Pages: 24

## BL BELOW LEVEL



### The Great Pyramid

by Gare Thompson

Content Connection:  
**Pyramids**

Expository Nonfiction | Pages: 24

## OBJECTIVES

### Thematic Connection: Tools and Navigation

Read and Comprehend Informational Texts

Identify Cause and Effect

Choose and Use Reading Strategies

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Practice Master SG8.22, page SG49

Practice Master SG8.23, page SG50

Practice Master SG8.24, page SG51

Practice Master SG8.28, page SG55

### TECHNOLOGY ONLY

Digital Library: Eiffel Tower

## SUGGESTED PACING

DAY 2 Introduce and read pages 1–7

DAY 3 Read pages 8–16 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** Gustave Eiffel built his famous tower for a Paris fair in 1889. It took almost two years to build the tower, which was the tallest building in the world at the time. In order to make the tower strong, Eiffel used iron and built the tower with a pattern of triangles. The iron triangles are much stronger than squares would have been. Today there are many buildings around the world that are taller than the Eiffel Tower.

**Activate Prior Knowledge** Ask: *Where have you seen a very tall building? What did it look like?*

**Build Background** Display the photo of the Eiffel Tower from the **Digital Library**. Say: *The Eiffel Tower was finished in 1889. At that time, it was the tallest building in the world. Even though it is no longer the tallest building in the world, it is still a famous tower. Many people visit the tower in Paris, France every year.*

**Story Words** Use **Practice Master SG8.22** to extend vocabulary.

almost, page 6

arrange, page 8

build, page 4

design, page 4

pattern, page 8

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Practice Master SG8.22, page SG49

Practice Master SG8.23, page SG50

Practice Master SG8.25, page SG52

Practice Master SG8.28, page SG55

### TECHNOLOGY ONLY

Digital Library: Pyramids

## SUGGESTED PACING

DAY 2 Introduce and read pages 1–9

DAY 3 Read pages 10–17

DAY 4 Read pages 18–24 and discuss

DAY 5 Connect across texts

**Summary** An Egyptian pharaoh named Khufu built the Great Pyramid over 4,500 years ago. The pyramid took more than 20 years to build, partly because it was the largest pyramid ever built, and also because farmers only worked on the pyramids during the four months the Nile was flooded. Architects and surveyors designed and planned the pyramid. Masons cut the stones. Workers dragged them from the quarries. Workers used ramps to drag stones and put them in place.

**Activate Prior Knowledge** Ask: *What tools do people use to build buildings?* (Possible responses: vehicles; power tools; machines)

**Build Background** Display the photo of the pyramids from the **Digital Library**. Explain that the pyramids in Egypt have square bases and triangular sides. It took many years and a great deal of money to build one of these giant pyramids.

**Story Words** Use **Practice Master SG8.22** to extend vocabulary.

amount, page 13

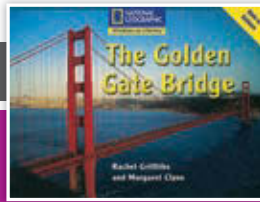
create, page 4

finally, page 18

remove, page 16

site, page 14

**OL** ON LEVEL



**The Golden Gate Bridge**

by Rachel Griffiths and Margaret Clyne

Content Connection:  
**Bridges**

**Expository Nonfiction** | Pages: 24

**AL** ABOVE LEVEL 750L



**It Can't Be Done, Nellie Bly! PART 2**

by Nancy Butcher

Content Connection:  
**Racing Around the World**

**Narrative Nonfiction** | Pages: 57 | Lexile: 750 | GR: R

**COMMON CORE STANDARDS**

**Reading**

- Summarize CC.3.Rlit.2
- Relate Ideas CC.3.Rinf.3
- Read and Comprehend Informational Texts CC.3.Rinf.10

**Writing**

- Write Over Shorter Time for Specific Tasks CC.3.W.10

**Speaking and Listening**

- Draw on Preparation to Explore Ideas CC.3.SL.1.a

**Language and Vocabulary**

- Acquire and Use Academic Words CC.3.L.6

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.22, page SG49
- Practice Master SG8.23, page SG50
- Practice Master SG8.26, page SG53
- Practice Master SG8.28, page SG55

**TECHNOLOGY ONLY**

- Digital Library: Suspension bridge

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–24
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

**Summary** The Golden Gate Bridge was built to cross a strip of water near San Francisco. Because of high winds and possible earthquakes, the bridge had to be very strong. Engineer Joseph B. Strauss designed this famous suspension bridge that would stretch more than a mile. Three-foot-thick main cables attach to two concrete anchorages. Steel suspender cables hang from the main cables and support the roadway. It was the longest suspension bridge in the world, in 1937.

**Activate Prior Knowledge** Ask: *What bridges have you crossed? What did they look like?*

**Build Background** Display the photo of a suspension bridge from the **Digital Library**. Explain that suspension bridges are built to cross long distances.

**Story Words** Use **Practice Master SG8.22** to extend vocabulary.

- allow*, page 20
- improve*, page 7
- narrow*, page 4
- simple*, page 7
- spectacular*, page 3

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG8.22, page SG49
- Practice Master SG8.23, page SG50
- Practice Master SG8.27, page SG54
- Practice Master SG8.28, page SG55

**TECHNOLOGY ONLY**

- Digital Library: Suez Canal

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 40–59
- DAY 3 Read pages 60–79
- DAY 4 Read pages 80–96 and discuss
- DAY 5 Connect across texts

**PART 1:**  
See pages SG18–SG21.

**Review Part 1** For a complete summary of *It Can't Be Done, Nellie Bly!*, see page SG18. Remind students to complete the main idea and details diagram. To review plot events, ask: *What was Nellie Bly's goal?* (She wanted to travel around the world in less than 80 days.) *Why did she have trouble getting her trip started?* (People did not think a woman could make the journey alone.) *What problems did she have on the way?* (Possible responses: She got seasick; she had to rush to catch trains and ships; she had to pack very little.)

**Activate Prior Knowledge** Ask: *How do you feel when you are away from home?* (Possible responses: homesick, excited, lonely)

**Build Background** Display the image of the Suez Canal from the **Digital Library**. Say: *The Suez Canal opened in 1869 and took 10 years to build. It connects the Mediterranean Sea and the Red Sea. Before the canal was built, ships had to travel around Africa.*

**Story Words** Use **Practice Master SG8.22** to extend vocabulary.

- actually*, page 45
- impress*, page 42
- independent*, page 79
- intention*, page 59
- refuse*, page 53



## BL BELOW LEVEL

### The Eiffel Tower

by Rachel Griffiths

#### Build Comprehension

- **Draw Conclusions** *Why was it so important for the Eiffel Tower to be strong?* (Possible response: The tower was very tall. It needed to be strong so that it would not fall down.)
- **Make Comparisons** *How does the Eiffel Tower compare with the taller buildings today?* (Possible responses: The Eiffel Tower is open; the other buildings are closed and have rooms inside.)

#### Writing Options

- **Description** Have students describe the Eiffel Tower. Encourage them to use details from the text, as well as the photographs in the book, to help them include details about this famous tower.
- **Opinion Statement** The Eiffel Tower is one of the most famous buildings in the world. Have students write a sentence that tells why they think it is so popular. Then have students write another sentence that gives their own opinion about the Eiffel Tower.
- **Journal Entry** Invite students to write about a tall building they have seen. Encourage them to compare that building with the Eiffel Tower.

## BL BELOW LEVEL

### The Great Pyramid

by Gare Thompson

#### Build Comprehension

- **Form Generalizations** *What kinds of workers were needed to build the Great Pyramid?* (Possible responses: architects; surveyors; masons; movers; boat captains)
- **Form Opinions** *What is most amazing about the Great Pyramid?* (Possible responses: It was built without wheels or pulleys; every stone fit perfectly.)

#### Writing Options

- **List** Have students make a list of the steps it took to build the Great Pyramid. Remind them to start with the planning and then describe each important step in the building.
- **News Brief** Have students write a news brief describing the day that the Great Pyramid was finished. Suggest that they describe what the pyramid looks like and tell why and how it was built. Remind them that a good news brief answers the questions *who, what, where, when, why, and how*.
- **Journal Entry** Invite students to describe their favorite drawing or photograph from the book. Ask them to tell why they find this artwork interesting and/or useful.

### Check & Reteach

Ask students to talk about causes and effects in the book they read. If students have difficulty identifying causes and effects, refer them to their cause-and-effect chart. Ask: *What happens? That is an effect. What causes it to happen? That is the cause.*

#### DURING READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause-and-Effect Chart**

**Identify Causes and Effects**

Use the cause-and-effect chart to take notes about events in your book and their causes as you read.

Cause	Effect

Use your cause-and-effect chart to tell a partner about the book.

For use with TE pp. 5624–5627 **SG8.23** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Eiffel Tower**

Review the story words with your group. Then discuss these questions together.

**1. Goal and Outcome** What did Gustave Eiffel want to build? Why?

**2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.

- **Cause** Why did Eiffel build a tower in Paris?
- **Effect** What was the effect of using iron to build the tower?
- **Effect** How do triangle shapes help the Eiffel Tower?

**3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the graphs on pages 6–7 and 14–15.

- **Think** What were you trying to understand?
- **Decide** What reading strategies did you use?
- **Explain** How did the strategies help you?

**4. Write Question** **Generalize** What tools helped Gustave Eiffel build his tower? Why was planning ahead so important?

Story Words  
almost  
arrange  
build  
design  
pattern

For use with TE pp. 5624–5627 **SG8.24** Unit 8 | Getting There

#### AFTER READING

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Great Pyramid**

Review the story words with your group. Then discuss these questions together.

**1. Goal and Outcome** What did pharaoh Khufu want to build? Why?

**2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.

- **Cause** Why did Egyptians build pyramids?
- **Effect** Why was measuring the blocks so important? What would happen if the measurements were wrong?
- **Effect** Why did the Great Pyramid take so long to build?

**3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how stones were moved into place (pages 14–19).

- **Think** What were you trying to understand?
- **Decide** What reading strategies did you use?
- **Explain** How did the strategies help you?

**4. Write Question** **Generalize** What tools did the Ancient Egyptians use to build the Great Pyramid? Why was planning so important?

Story Words  
amount  
create  
finally  
remove  
site

For use with TE pp. 5624–5627 **SG8.25** Unit 8 | Getting There

**OL** ON LEVEL

**The Golden Gate Bridge**

by Rachel Griffiths and Margaret Clyne

**Build Comprehension**

- **Identify Problem and Solution** *What were some of the things that made building a bridge in San Francisco difficult?* (Possible responses: The strait is wide. The bridge had to be strong enough to withstand earthquakes.) *Why did they build a suspension bridge?* (They are strong and better for crossing long distances.)
- **Explain** *Why did many people dislike Strauss's first bridge plan?* (They thought it was ugly.)

**Writing Options**

- **Interview Questions and Answers** Have students imagine that they could interview Joseph Strauss while he was planning and building the bridge. Suggest that they write at least five questions. Then encourage students to write how Strauss might respond to each question.
- **News Brief** Invite students to write a news brief about the day the Golden Gate Bridge opened, May 27, 1937. Remind them to describe how and why the bridge was built.
- **Journal Entry** Invite students to imagine they were one of the first people to walk over the Golden Gate Bridge. Have them describe the experience and how it makes them feel.

**AL** ABOVE LEVEL 750L

**It Can't Be Done, Nellie Bly!** PART 2

by Nancy Butcher

**Build Comprehension**

- **Analyze Character** *What was it about Nellie Bly that helped make her successful?* (Possible responses: She was very brave and curious; she would not take no for an answer.)
- **Identify Problem and Solution** *What problem did Nellie face with her pet monkey?* (People on the ship thought monkeys were bad luck and responsible for a storm. They wanted her to throw it overboard.) *How did Nellie solve her problem?* (She heard that ministers were bad luck, too, and would only throw her monkey overboard if they threw the ministers overboard.)

**Writing Options**

- **Article** Have students write an article that Nellie might have written for *The New York World* about her trip. Encourage them to include interesting things she saw and obstacles she faced.
- **Friendly Letter** Have students write a letter to Nellie Bly. Encourage them to tell what they think of Bly's trip, and to ask questions about the most interesting parts.
- **Journal Entry** Invite students to tell about a time they accomplished something that a person or people thought they could not do. Encourage them to include details about what helped them succeed.



**Connect Across Texts**

**AFTER READING** Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG8.28** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**The Golden Gate Bridge**

Review the story words with your group. Then discuss these questions together.

**Story Words**  
allow \_\_\_\_\_  
improve \_\_\_\_\_  
narrow \_\_\_\_\_  
simple \_\_\_\_\_  
spectacular \_\_\_\_\_

1. **Goal and Outcome** What did Joseph Strauss want to build? Why?
2. **Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Why did Strauss decide to work with other people to design his bridge?
  - **Cause** Why was one of the piers harder to build than the other?
  - **Effect** What is one effect of having three-foot-thick main cables?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the planning of the bridge on pages 6–7.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Write Question** **Generalize** What tools did Strauss use to build the Golden Gate Bridge? Why was planning ahead so important?

For use with TE pp. 5624–5627 **SG8.26** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**It Can't Be Done, Nellie Bly!** PART 2

Review the story words with your group. Then discuss these questions together.

**Story Words**  
actually \_\_\_\_\_  
impress \_\_\_\_\_  
independent \_\_\_\_\_  
intention \_\_\_\_\_  
refuse \_\_\_\_\_

1. **Goal and Outcome** Review Chapter 10. What problem did Nellie Bly face when the *Oceanic* reached port? How did the purser help her?
2. **Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Review Chapter 6. What caused Bly to be stuck in Colombo for five days?
  - **Effect** Review Chapter 9. What did Nellie do on Christmas Day because she was missing her home?
  - **Effect** Review Chapter 11. How was Bly able to travel through a terrible snowstorm to get to New York on time?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Bly felt at the end of her trip (Chapter 11).
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Write Question** **Generalize** What helped Nellie Bly reach her goal? Why was planning ahead so important?

For use with TE pp. 5624–5627 **SG8.27** Unit 8 | Getting There

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

The Eiffel Tower
The Great Pyramid
The Golden Gate Bridge
It Can't Be Done, Nellie Bly!, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how people plan and use tools to do things that have never been done before?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **Write Question** What is similar about the goals achieved in these books? What is different?

For use with TE pp. 5624–5627 **SG8.28** Unit 8 | Getting There

Academic Vocabulary

# Story Words

## Spaghetti and Meatballs for All!

**absolutely** (ab-su-lüt-lē) *adverb*  
**Absolutely** means completely or all the way. Are you **absolutely** sure that answer is correct?

**familiar** (fu-mil-yer) *adjective*  
 Something **familiar** is something you have seen or heard before. I am very **familiar** with the park because we go there every day.

**possibly** (pos-u-blē) *adverb*  
**Possibly** means it could happen. We may **possibly** have to stay late, if we do not finish our work.

**single** (sin-gul) *adjective*  
**Single** means only one. I only ate a **single** slice of pizza, but my brother ate three!

**split** (split) *verb*  
 When you **split** something, you break it apart or put it into smaller groups. We **split** our class into four teams to play a game.

## The High-Wheeler Race

**actually** (ak-chü-u-lē) *adverb*  
**Actually** means in fact or really. Mrs. Warren looks mean, but she is **actually** very kind.

**available** (u-vā-lu-bul) *adjective*  
**Available** means ready for use. There are many colors of paint **available** in the art center.

**explanation** (ek-splu-nā-shun) *noun*  
 An **explanation** is a reason or meaning. My father wanted an **explanation** for how I broke the window.

**figure** (fig-yur) *verb*  
 To **figure** means to find out, often by using numbers. Can you **figure** how many plates we need for the party?

**probably** (prahb-u-blē) *adverb*  
**Probably** means likely. It will **probably** rain tomorrow, so we are going to change the day for our picnic.

## 7 X 9 = Trouble PART 1

**concentrate** (kahn-suhn-trät) *verb*  
 When you **concentrate**, you pay close attention to something. I have to **concentrate** to understand my sister when she talks softly.

**instead** (in-sted) *adverb*  
**Instead** means in place of another person or thing. I was going to write a story but I wrote a poem, **instead**.

**nervous** (nur-vus) *adjective*  
**Nervous** means tense or not able to relax. I often feel **nervous** before a test.

**satisfying** (sat-is-fi-ing) *adjective*  
**Satisfying** means enjoyable or pleasing. Getting a good grade after studying hard is a **satisfying** feeling.

**search** (surch) *verb*  
 To **search** is to look for. Help me **search** for my lost dog.

## Me and Rolly Maloo PART 1

**concentrate** (kahn-sun-trät) *verb*  
 When you **concentrate**, you pay close attention to something. Please **concentrate** when I am speaking to you.

**consider** (kun-sid-ur) *verb*  
 To **consider** means to have an opinion of. I **consider** the Screamer the best roller coaster at the park.

**reason** (rē-zun) *noun*  
 A **reason** is a cause. Do you know the **reason** why the library is closed today?

**usual** (yüzh-u-wul) *adjective*  
 Something **usual** is common or expected. Hot days are **usual** in August, but strange in January.

**whole** (höl) *noun*  
**Whole** means all of something. I read the **whole** book in one night.

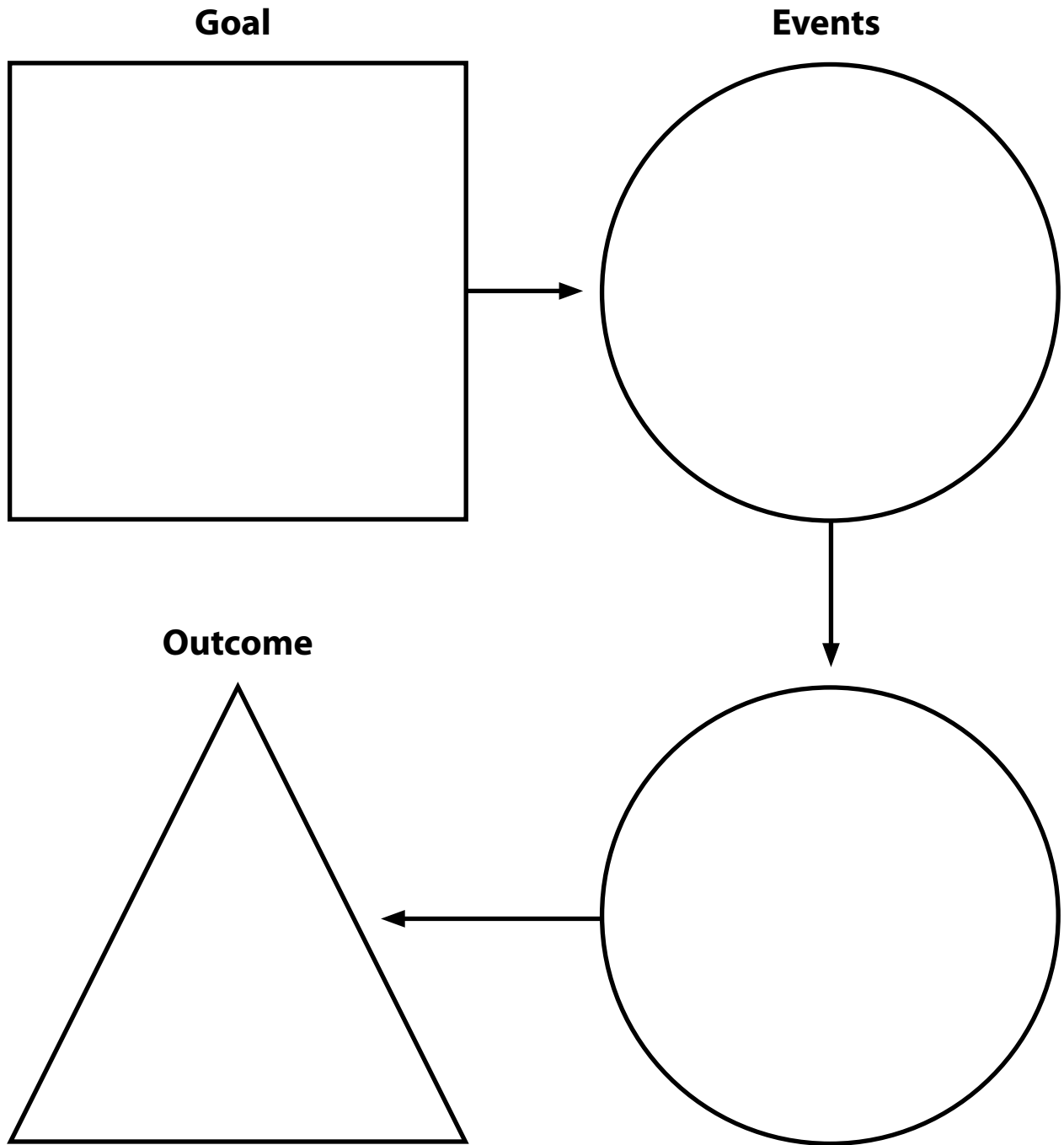
COPY READY

Story Map

# Goal and Outcome

Use the story map to take notes about your book as you read.

COPY READY



 Use your story map to tell a partner about the book.



## Discussion Guide

# Spaghetti and Meatballs for All!

Review the story words with your group. Then discuss these questions together.

## Story Words


absolutely

familiar

possibly

single

split

- 1. Character's Motive** Why do Mr. and Mrs. Comfort have a party?
- 2. Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What goal does Mrs. Comfort have when she sets up the tables?
  - **Events** Why do guests start putting tables together? What happens as a result?
  - **Outcome** What do people do to solve the problem?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what happens when guests put tables together in one long row on pages 24–25.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
- 4.  BIG Question** **Generalize** What tools can help people plan parties like the Comforts' family reunion?

## Discussion Guide

# The High-Wheeler Race

Review the story words with your group.  
Then discuss these questions together.

## Story Words

actually

available

explanation

figure

probably

COPY READY

1. **Character's Motive** Review Chapter 1. Why does Naomi use her calculator during the town meeting?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What is the plan for the race? How many laps will the racers complete? Where do they begin and end?
  - **Events** Review Chapter 3. How does Naomi figure out that her dad made a mistake?
  - **Outcome** Review Chapter 4. What tools do Naomi and her father use to fix the mistake?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about why the mayor was waiting at the wrong place.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** What tools can people use to check for mistakes? What tools can people use to communicate problems to other people?

## Discussion Guide

**7 x 9 = Trouble PART 1**

Review the story words with your group. Then discuss these questions together.

## Story Words


concentrate

instead

nervous

satisfying

search

- 1. Character's Motive** Review Chapter 1. Why is Wilson nervous about Mrs. Porter's note?
- 2. Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** What does Wilson need to concentrate on? Why?
  - **Events** Why is it sometimes hard for Wilson to study? What would he rather be doing?
  - **Outcome** What happens when Josh comes to play at Wilson's house?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what it is like for Wilson to study with his brother Kipper.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** What tools can help you when you need to memorize something like multiplication tables?

## Discussion Guide

**Me and Rolly Maloo PART 1**

Review the story words with your group. Then discuss these questions together.

## Story Words

concentrate

consider

reason

usual

whole

1. **Character's Motive** Review Chapter 4. What are some of the reasons Jenna decides to help Rolly?
2. **Goal and Outcome** Use these questions and the notes in the story map to talk about goals and outcomes in the book.
  - **Goal** Review Chapter 1. What is Rolly's goal?
  - **Events** How does Rolly use Jenna to help her reach this goal?
  - **Outcome** What happens to Jenna as a result of what Rolly did?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about what happens during the math test in Chapters 3 and 4.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** When might it be unfair to use tools to help you solve problems? What are some examples you can think of?



**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Spaghetti and Meatballs for All!
The High-Wheeler Race
7 x 9 = Trouble, Part 1
Me and Rolly Maloo, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do these books show about how we use numbers in real life?
2. What reading strategies helped you understand what you read? Give an example of how you used a reading strategy to help you understand the text.
3. **BIG Question** How do these stories show how tools can help you solve problems? How can tools sometimes create problems?

Academic Vocabulary

# Story Words

COPY READY

## The Dragon's Scales

**amount** (u-mownt) *noun*

The **amount** of something is how much of it there is. *There is a large amount of dust in the air today.*

**carefully** (kair-fu-lē) *adverb*

If you do something **carefully**, you give it close and serious attention. *Carry your drink carefully, so you do not spill it.*

**contest** (kon-test) *noun*

A **contest** is a game or race that people try to win. *Our school will have a contest to find the best singer.*

**matter** (mat-ur) *verb*

To **matter** means to be important. *It does not matter who wins because we are having fun.*

**promise** (prahm-is) *verb*

When you **promise**, you say that you will or will not do something. *I promise to feed our cat tonight.*

## Sir Cumference and the Dragon of Pi

**alert** (u-lurt) *verb*

To **alert** means to warn. *The weatherman will alert us if a storm is coming.*

**diagram** (dī-u-gram) *noun*

A **diagram** is a picture that makes something easier to understand. *The diagram showed us how to put together the bicycle.*

**discovery** (dis-kuv-ur-ē) *noun*

A **discovery** is something that is seen or found for the first time. *The discovery of a new planet would be very exciting.*

**surround** (su-rownd) *verb*

To **surround** means to be on every side of something. *A lot of birds surround the fountain in the garden.*

**worry** (wur-ē) *verb*

To **worry** means to feel troubled or uneasy about something. *I worry that our dog might get out of our yard.*

## 7 X 9 = Trouble PART 2

**definitely** (def-u-nit-lē) *adverb*

**Definitely** means surely or without any question. *My dog definitely chewed the pen because there is ink on her paws.*

**eager** (ē-gur) *adjective*

If you are **eager**, you want to do something very much. *I am eager to see the new movie about penguins.*

**manage** (man-ij) *verb*

To **manage** means to do something that you have to work to do. *After three tries, we manage to put up the tent.*

**pleasure** (plezh-ur) *noun*

**Pleasure** is a feeling of joy or happiness. *Visiting my grandmother is always a pleasure because she bakes cookies!*

**suggest** (sug-jest) *verb*

To **suggest** means to offer an idea. *My friends often suggest books that I might like to read.*

## Me and Rolly Maloo PART 2

**especially** (e-spesh-u-lē) *adverb*

**Especially** means very much or more than usually. *The sky is especially blue today.*

**investigation** (in-ves-tu-gā-shun) *noun*

An **investigation** is the close study of something. *Our investigation of the pond taught us a lot about fish.*

**normal** (nor-mul) *adjective*

**Normal** means of the usual or regular kind. *This oak leaf is normal because it looks like most of the others we collected.*

**outrageous** (out-rā-jus) *adjective*

Something **outrageous** is shocking. *It is outrageous that the town is going to close our favorite playground.*

**realize** (rē-u-līz) *verb*

To **realize** means to come to understand. *After thinking about my problem, I realize that I need to ask for help.*

**Character Description Chart**

# Analyze Character

Use the character description chart to take notes about the characters in your book as you read.

Character	What the Character Does	What This Shows About the Character

COPY READY

 Use your character description chart to tell a partner about the book.

## Discussion Guide

# The Dragon's Scales

Review the story words with your group. Then discuss these questions together.

## Story Words

amount

carefully

contest

matter

promise

COPY READY

1. **Analyze Plot** What causes a problem in Berry Town?
  
2. **Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** What does Holly do to help Berry Town?
  - **What This Shows About the Character** What words can you use to say what Holly is like?
  - **What the Character Does** How does the dragon act when the contest is over? Why?
  - **What This Shows About the Character** How does this change your idea about what the dragon is like?
  
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the teacher's third question on pages 44–45.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
  
4. **Big Question** **Generalize** How can a set of scales be a useful tool?



## Discussion Guide

# Sir Cumference and the Dragon of Pi

Review the story words with your group. Then discuss these questions together.

## Story Words

alert

diagram

discovery

surround

worry

1. **Analyze Plot** What mistake does Radius make? How does he fix his mistake?
2. **Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** Review pages 6–7. What does Sir Cumference do when Radius brings him a bottle?
  - **What This Shows About the Character** What does this tell you about how Sir Cumference feels about his son?
  - **What the Character Does** What does Radius do to help his father?
  - **What This Shows About the Character** What do his actions tell you about him?
3. **Choose and Use Reading Strategies** Review reading strategies with your group. Choose a passage from your book. You might discuss the diagrams on page 21.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
4. **BIG Question** **Generalize** What tools can help you figure out amounts?

## Discussion Guide

**7 x 9 = Trouble PART 2**

Review the story words with your group. Then discuss these questions together.

## Story Words

definitely

eager

manage

pleasure

suggest

COPY READY

1. **Analyze Plot** Wilson offered Kipper part of his ice cream cone. How did this lead to Wilson getting a second ice cream cone?
  
2. **Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** Review Chapter 6. How does Laura help Wilson?
  - **What This Shows About the Character** Does this change your opinion of Laura? Explain.
  - **What the Character Does** Review Chapter 7. How does Wilson treat his brother Kipper?
  - **What This Shows About the Character** What do you know about Wilson because of the way he acts with Kipper?
  
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the end of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategy did you use?
  - **Explain** How did the strategy help you?
  
4. **BIG Question** **Generalize** How can tests be important tools?

## Discussion Guide

# Me and Rolly Maloo PART 2

Review the story words with your group. Then discuss these questions together.

## Story Words

especially
investigation
normal
outrageous
realize

- Analyze Plot** How do Jenna's problems get worse in the second half of the book?
- Analyze Character** Use these questions and the notes in the character description chart to talk about characters in the book.
  - **What the Character Does** How does Mrs. Pie carry out an investigation?
  - **What This Shows About the Character** What do you learn about Mrs. Pie from how she acts?
  - **What the Character Does** Review pages 106-107. How does Jenna act when she tells her mother the truth about what happened?
  - **What This Shows About the Character** What do you learn about Jenna from what she tells her mother?
- Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the end of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- BIG Question** **Generalize** How can tests like the ones in the book be a useful tool?

Discussion Guide

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Dragon's Scales

Sir Cumference and the Dragon of Pi

$7 \times 9 = \text{Trouble}$ , Part 2

Me and Rolly Maloo, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did you learn from these books about the tools people use to measure things?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **BIG Question** How do these characters reach their goals?



Academic Vocabulary

# Story Words

## Charles Lindbergh

**impress** (im-pres) *verb*

If you **impress** someone, you have a strong effect on him or her. *I am sure the tower will **impress** you because it is so tall.*

**improve** (im-prüv) *verb*

To **improve** means to make better. *She is taking lessons to **improve** her swimming.*

**perform** (pur-form) *verb*

To **perform** means to do. *Can your dog **perform** any tricks?*

**route** (rowt) *noun*

A **route** is a path of travel. *The bus takes the same **route** to school every day.*

**successful** (suk-ses-ful) *adjective*

If you are **successful**, you did what you set out to do. *Our trip to the store was **successful** because we got everything on our list.*

## Night Flight

**ascend** (u-send) *verb*

To **ascend** means to move or go up. *It took the climbers many days to **ascend** the mountain.*

**constant** (kon-stunt) *adjective*

**Constant** means steady and not changing. *The lamp is on all day and night so there is **constant** light on the street.*

**control** (kun-tröl) *noun*

**Control** is power over something. *My brother has **control** of the television every Saturday.*

**gain** (gān) *verb*

To **gain** means to get or win. *We will **gain** extra points if we answer the bonus question.*

**warning** (wor-ning) *noun*

A **warning** is a notice about something that might be dangerous. *The alarm will give us a **warning** if someone breaks into the house.*

## Flight

**attempt** (u-temt) *verb*

To **attempt** means to try. *Tomorrow, we will **attempt** to fly the kite we made last weekend.*

**beyond** (bē-ahnd) *preposition*

**Beyond** means on the far side of. *The new park is just **beyond** those trees.*

**complete** (kum-plēt) *verb*

To **complete** means to finish or come to the end. *I **completed** the puzzle in less than an hour.*

**gain** (gān) *verb*

To **gain** means to get or win. *The roller coaster will **gain** speed when it goes downhill.*

**moment** (mō-munt) *noun*

A **moment** is a short period of time. *We were only in the park for a **moment** before it started to rain.*

## It Can't Be Done, Nellie Bly! PART 1

**insist** (in-sist) *verb*

To **insist** means to demand. *My parents **insist** that we eat dinner together.*

**require** (ri-kwīr) *verb*

To **require** means to need. *Plants **require** water to stay alive.*

**research** (rē-surch) *verb*

To **research** means to find out about something. *I will **research** bicycles before I decide which one to buy.*

**social** (sō-shul) *adjective*

**Social** means having to do with people. *My brother has a very active **social** life.*

**temporary** (tem-pu-rer-ē) *adjective*

Something **temporary** lasts for only a short time. *We will have class in a **temporary** room while they fix the ceiling in our classroom.*

COPY READY

**Main Idea Diagram**

# Main Idea and Details

Use the main idea diagram to take notes about the important ideas in your book as you read and details about those ideas.

**Main Idea**

**Details**


**COPY READY**

 Use your main idea diagram to tell a partner about the book.

## Discussion Guide

# Charles Lindbergh

Review the story words with your group. Then discuss these questions together.

## Story Words

impress

improve

perform

route

successful

1. **Goal and Outcome** What did Lindbergh want to be the first person to ever do? Was he successful? Explain.
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important idea about Lindbergh's life?
  - **Detail** Review pages 8–9. How did Lindbergh improve his flying skills?
  - **Detail** Review pages 12–15. What helped make Lindbergh's trip to Paris successful?
  - **Detail** Review pages 22–23. How did Lindbergh use his skills to help during World War II?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about "A Hero's End" on pages 24–27.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Big Question** **Generalize** How can tools help someone like Lindbergh become a hero?

## Discussion Guide

**Night Flight**

Review the story words with your group. Then discuss these questions together.

## Story Words

ascend

constant

control

gain

warning

1. **Goal and Outcome** What was Amelia Earhart the first woman to ever do? What were some things that made it hard to reach her goal?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important idea about Earhart's trip from Newfoundland to Ireland?
  - **Detail** Why does Amelia Earhart decide to cross the ocean?
  - **Detail** How is the trip different than Earhart thinks it will be?
  - **Detail** How does Earhart act when she lands in Ireland?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Earhart feels when she smells leaking gas on pages 24–27.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **BIG Question** **Generalize** What tools did Earhart use to reach her goals? What happened when her tools did not work?



## Discussion Guide

# Flight

Review the story words with your group. Then discuss these questions together.

## Story Words


attempt

beyond

complete

gain

moment

- 1. Goal and Outcome** What was Lindbergh's goal? What tools did he leave behind that might have helped him reach his goal? Why did he leave them?
- 2. Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** Why is Lindbergh's journey important?
  - **Detail** Why did Lindbergh keep a diary?
  - **Detail** What did Lindbergh do to stay awake? Why was staying awake so important?
  - **Detail** How did Lindbergh feel when he reached Paris?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might name the hardest part of Lindbergh's trip and review that part of the book.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4.  BIG Question** **Generalize** What tools did Lindbergh use to achieve his goals? Why was each tool important?

## Discussion Guide

# It Can't Be Done, Nellie Bly!

## PART 1

## Story Words

insist

require

research

social

temporary

Review the story words with your group. Then discuss these questions together.

1. **Goal and Outcome** What was Nellie Bly's goal? What were some of the reasons people thought she would not reach her goal?
2. **Main Idea and Details** Use these questions and the notes in the main idea diagram to talk about the book.
  - **Main Idea** What is the most important thing to know about Nellie Bly?
  - **Detail** Review Chapter 1. Why was Bly an unusual reporter?
  - **Detail** Review Chapter 3. Why was it important for Bly to visit Jules Verne?
  - **Detail** What problem did Nellie face when she rode on a ship for the first time? How did she overcome her problem?
3. **Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Bly felt when she first rode on a ship in Chapter 2.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
4. **Big Question** **Generalize** How can tools help someone like Nellie Bly take amazing trips?

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Charles Lindbergh
Night Flight
Flight
It Can't Be Done, Nellie Bly!, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how tools can help people travel?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **Big Question** How do these books show that it is important to choose your tools carefully?

## Academic Vocabulary

## Story Words

COPY READY

*The Eiffel Tower***almost** (ahl-mōst) *adverb***Almost** means nearly or very close to. *I am almost done reading this book.***arrange** (u-rānj) *verb*To **arrange** means to put in some kind of order. *I like to arrange my toy cars from biggest to smallest.***build** (bild) *verb*To **build** means to make something by putting parts together. *You can build a tower out of plastic bricks.***design** (di-zīn) *verb*When you **design** something, you use your mind to plan it. *The city planners design a wonderful new playground for the park.***pattern** (pat-urn) *noun*A **pattern** is the way in which lines, colors, or shapes repeat. *My favorite shirt has a pattern of blue and yellow stripes.**The Golden Gate Bridge***allow** (u-low) *verb*To **allow** means to let something happen. *My parents allow me to watch TV if I have done my homework.***improve** (im-prüv) *verb*To **improve** means to make better. *Studying can improve your grades.***narrow** (nair-ō) *adjective*Something **narrow** has a thin width. *The path is so narrow that only one person can walk on it at a time.***simple** (sim-pul) *adjective*Something **simple** is plain and without anything extra added. *The building is a simple box, but the glass walls make it beautiful.***spectacular** (spek-tak-yu-lur) *adjective***Spectacular** means very exciting to see. *The waterfall is so spectacular that everyone stops to look at it.**The Great Pyramid***amount** (u-mownt) *noun*The **amount** of something is how much of it there is. *The amount of water on the floor makes me think there is a leak.***create** (krē-āt) *verb*To **create** means to make. *My father creates animals out of wood and paint.***finally** (fin-u-lē) *adverb***Finally** means at last or at the end. *After losing three games in a row, we finally won a soccer game.***remove** (ri-müv) *verb*To **remove** means to take away or get rid of. *We remove the balloons from the wall when the party is over.***site** (sit) *noun*A **site** is a place. *Main Street will be the site of the big parade next Saturday.**It Can't Be Done,  
Nellie Bly! PART 2***actually** (ak-chü-u-lē) *adverb***Actually** means in fact or really. *Even though the dog looks big and mean, he is actually very sweet.***impress** (im-pres) *verb*If you **impress** someone, you have a strong effect on him or her. *The musicians impress us because they play such beautiful music.***independent** (in-di-pen-dunt) *adjective***Independent** means without the help of others. *We have one group project and one independent project to do in science class.***intention** (in-ten-shun) *noun*An **intention** is a plan for something. *My intention is to write a story for my father's birthday.***refuse** (ri-fyüz) *verb*When you **refuse**, you say no to something. *I refuse to go to bed without reading a story, first.*



**Cause-and-Effect Chart**

# Identify Causes and Effects

Use the cause-and-effect chart to take notes about events in your book and their causes as you read.

Cause	Effect

COPY READY

 Use your cause-and-effect chart to tell a partner about the book.

## Discussion Guide

# The Eiffel Tower

Review the story words with your group. Then discuss these questions together.

## Story Words

almost


arrange

build

design

pattern

COPY READY

- 1. Goal and Outcome** What did Gustave Eiffel want to build? Why?
- 2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Why did Eiffel build a tower in Paris?
  - **Effect** What was the effect of using iron to build the tower?
  - **Effect** How do triangle shapes help the Eiffel Tower?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the graphs on pages 6–7 and 14–15.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** What tools helped Gustave Eiffel build his tower? Why was planning ahead so important?

## Discussion Guide

# The Great Pyramid

Review the story words with your group. Then discuss these questions together.

## Story Words


amount

create

finally

remove

site

- 1. Goal and Outcome** What did pharaoh Khufu want to build? Why?
- 2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Why did Egyptians build pyramids?
  - **Effect** Why was measuring the blocks so important? What would happen if the measurements were wrong?
  - **Effect** Why did the Great Pyramid take so long to build?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how stones were moved into place (pages 14–19).
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4.  BIG Question Generalize** What tools did the Ancient Egyptians use to build the Great Pyramid? Why was planning so important?

## Discussion Guide

# The Golden Gate Bridge

Review the story words with your group. Then discuss these questions together.

## Story Words

allow

improve

narrow

simple

spectacular

COPY READY

- 1. Goal and Outcome** What did Joseph Strauss want to build? Why?
- 2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Why did Strauss decide to work with other people to design his bridge?
  - **Cause** Why was one of the piers harder to build than the other?
  - **Effect** What is one effect of having three-foot-thick main cables?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about the planning of the bridge on pages 6–7.
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4. ? BIG Question** **Generalize** What tools did Strauss use to build the Golden Gate Bridge? Why was planning ahead so important?



## Discussion Guide

# It Can't Be Done, Nellie Bly!

## PART 2

Review the story words with your group. Then discuss these questions together.

## Story Words

actually

impress

independent

intention

refuse

- 1. Goal and Outcome** Review Chapter 10. What problem did Nellie Bly face when the *Oceanic* reached port? How did the purser help her?
- 2. Identify Cause and Effect** Use these questions and the notes in the cause-and-effect chart to talk about the book.
  - **Cause** Review Chapter 6. What caused Bly to be stuck in Colombo for five days?
  - **Effect** Review Chapter 9. What did Nellie do on Christmas Day because she was missing her home?
  - **Effect** Review Chapter 11. How was Bly able to travel through a terrible snowstorm to get to New York on time?
- 3. Choose and Use Reading Strategies** With your group, review the reading strategies that you have used. Choose a passage from your book. You might talk about how Bly felt at the end of her trip (Chapter 11).
  - **Think** What were you trying to understand?
  - **Decide** What reading strategies did you use?
  - **Explain** How did the strategies help you?
- 4. ? BIG Question** **Generalize** What helped Nellie Bly reach her goal? Why was planning ahead so important?

**Discussion Guide****Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

The Eiffel Tower

The Great Pyramid

The Golden Gate Bridge

It Can't Be Done, Nellie Bly!, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how people plan and use tools to do things that have never been done before?
2. Give an example of a reading strategy you used and what it helped you understand about your book.
3. **BIG Question** What is similar about the goals achieved in these books? What is different?



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 8

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

- Ask: *What did you do while you were reading?*  
*Were there any parts of the book that confused you or were hard to follow?*  
*What did you do to understand better?*  
*How did it work?*

COPY READY

Reading Strategy Rubrics			
Plan and Monitor	Ask Questions	Make Inferences	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>What did you do before you started reading the book?</i></li> <li>• <i>When you were reading, did you go back and reread any part of the book for better understanding?</i></li> <li>• <i>When you didn't understand, what did you do?</i></li> <li>• <i>How did the meaning become clear to you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>What questions did you have when you were reading?</i></li> <li>• <i>Did you find answers to the questions?</i></li> <li>• <i>Can you tell me some examples of these kinds of questions and what you learned?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you infer, or figure out, something in the book that was not stated directly?</i></li> <li>• <i>Were there details in the book that helped you figure this out?</i></li> <li>• <i>What did you already know about those details that helped you make this inference?</i></li> </ul>	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Asks relevant questions and looks for answers to clarify confusion or understand the text.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Asks only literal questions.	Makes inferences that are inaccurate or unsubstantiated.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not ask questions or asks irrelevant questions.	Does not attempt to make inferences.



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 8

## Reading Strategy Rubrics

Reading Strategy Rubrics			
Determine Importance 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1	Synthesize 4 3 2 1
<ul style="list-style-type: none"> <li>• <i>What is an important idea in the book you chose?</i></li> <li>• <i>Why do you think that is important?</i></li> <li>• <i>How would you summarize this book for someone who has not read it?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i></li> <li>• <i>How did this help you understand what you were reading?</i></li> <li>• <i>Are there particular words that helped you visualize?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Tell me about the book you read. What about the book can you generalize, or say is true most of the time?</i></li> <li>• <i>What can you conclude from these parts?</i></li> <li>• <i>Based on this book and what you know about (topic), what do you think is probably true about (topic)?</i></li> </ul>
4 Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.	Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3 Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images and goes beyond the literal text.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2 Attempts to identify and summarize important ideas, but is inaccurate.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1 Cannot identify an important idea.	Does not make connections with the text.	Does not describe mental images related to the text.	Does not draw a conclusion or make a generalization about the text.

COPY READY

# Reader Reflection

Date	Title of Book	Author

**Check all that apply.**

1. Before I read this book, I:

- read the title.
- looked at the pictures.
- predicted what I would read about.  
I predicted: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If I didn't understand what I was reading, I:

- stopped to think about what I had just read.
- read it again.
- other (describe): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If I didn't understand a word while reading, I:

- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. This book reminded me of something I know or read already. It reminded me of:

\_\_\_\_\_

\_\_\_\_\_

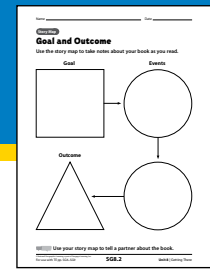
\_\_\_\_\_

\_\_\_\_\_

This book was:  easy     about right     hard

Rate this book! ☆ ☆ ☆ ☆ ☆

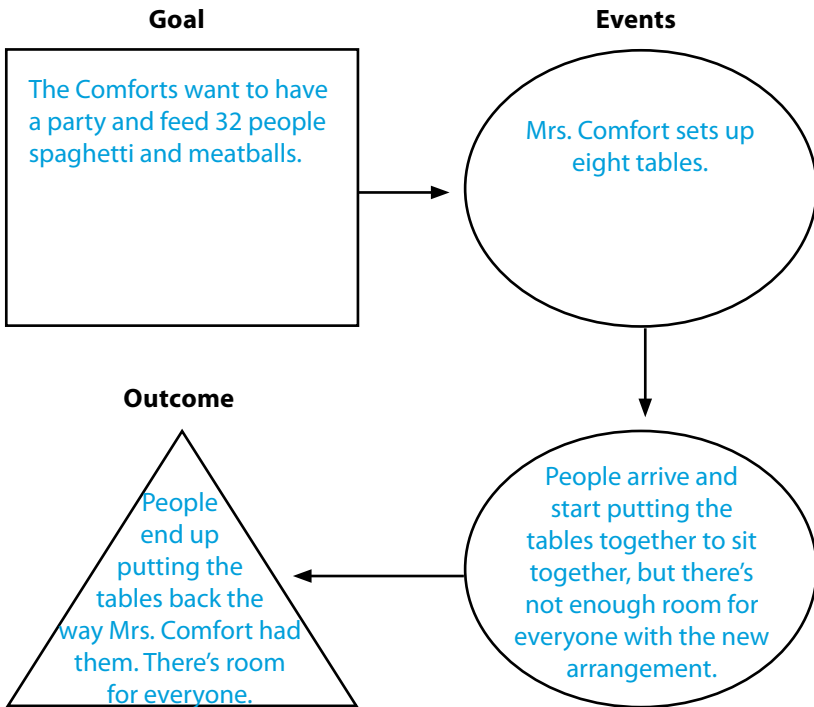
I would like to read other books:  about this topic     by this author



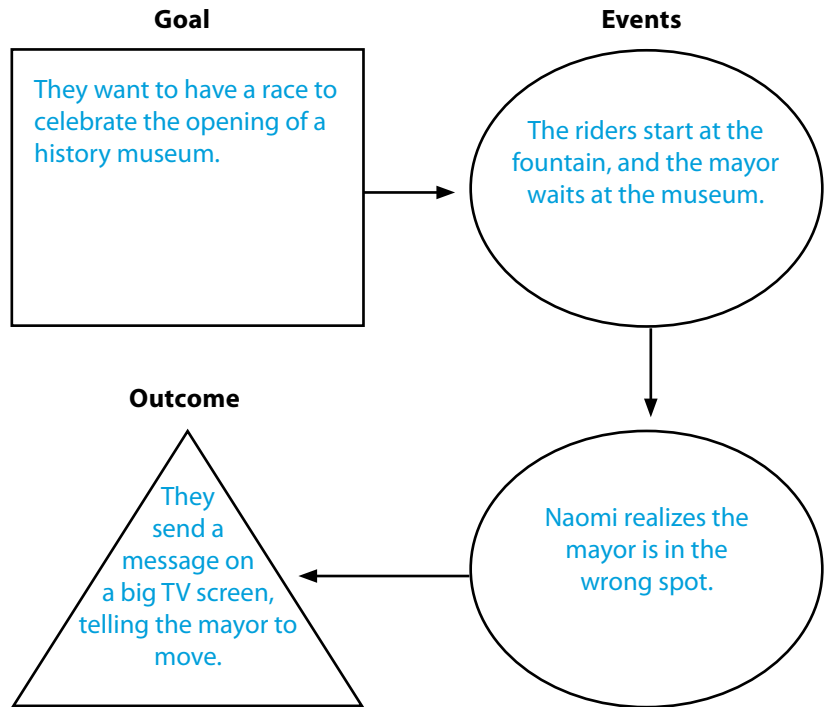
Practice Master SG8.2

## Story Map Practice Master SG8.2

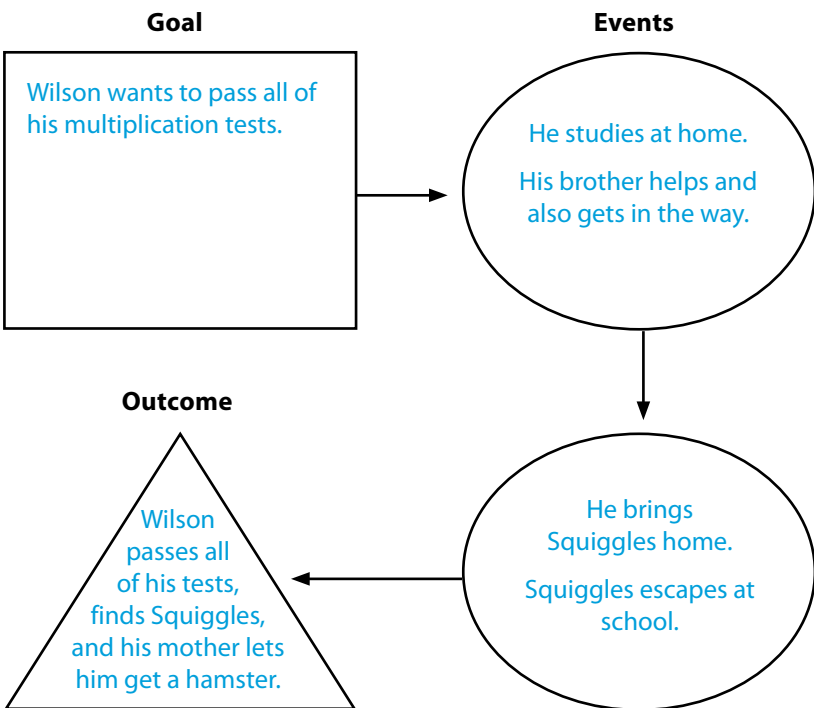
### BL Spaghetti and Meatballs for All!



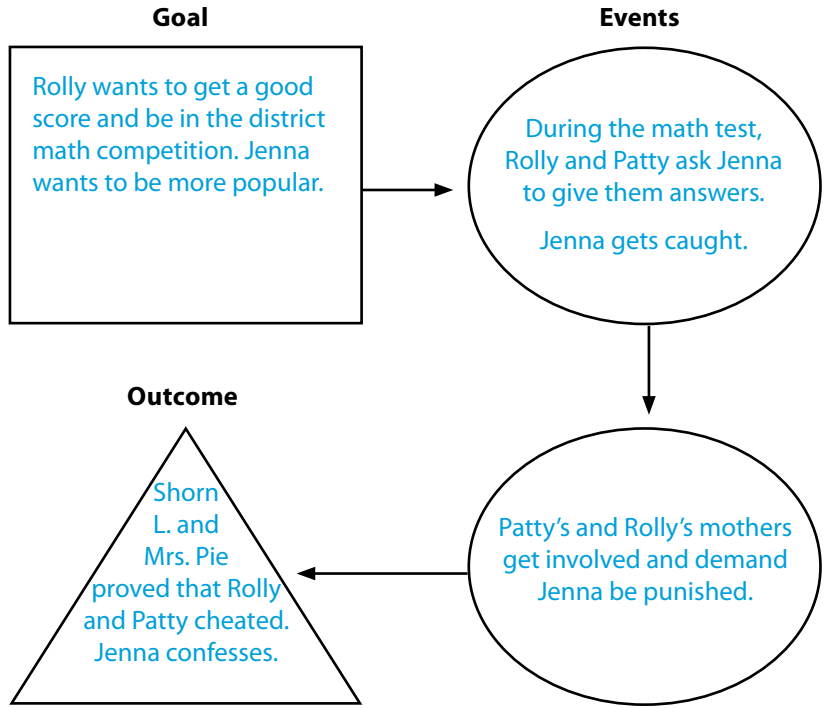
### BL The High-Wheeler Race



### OL 7 x 9 = Trouble\*



### AL Me and Rolly Maloo\*



\* Possible responses for Part 1 and Part 2 of the book are shown.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### **BL** *Spaghetti and Meatballs for All!*

Practice Master SG8.3

- Character's Motive** It has been a long time since they have seen their family. They want to have fun with everyone together.
- Goal and Outcome**
  - Goal** She wants to seat 32 people for a meal.
  - Events** Guests want to sit together. But when they move tables together, there is no longer enough room for 32.
  - Outcome** They split the tables apart again.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how many people could sit at the one long table.
  - Decide** I visualized eight tables together.
  - Explain** I can see that there would only be room for 18 people.
- Generalize** Helpful tools include paper and pencil to plan seating.

### **OL** $7 \times 9 = \text{Trouble}$ PART 1

Practice Master SG8.5

- Character's Motive** Wilson is nervous because the note says he needs to study more to pass his math tests. He would rather spend time playing with Squiggles.
- Goal and Outcome**
  - Goal** Wilson needs to concentrate on his multiplication tables so he can pass the tests.
  - Events** Sometimes his brother Kipper is more annoying than helpful. Wilson would rather play with Squiggles.
  - Outcome** Wilson and Josh work together to learn their multiplication facts.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how it felt to study with Kipper around.
  - Decide** I made connections to my own life.
  - Explain** I realize that Kipper is like my younger sister. He means well, but sometimes he gets in the way.
- Generalize** Helpful tools include flash cards, practice tests, and paper and pencil.

## Connect Across Texts Practice Master SG8.7

- In *Spaghetti and Meatballs for All!* Mrs. Comfort uses math to plan a party. In *The High-Wheeler Race*, Naomi uses math to figure out that the Mayor is waiting in the wrong place. In  $7 \times 9 = \text{Trouble}$  and *Me and Rolly Maloo*, students practice math because they need to pass tests for school.
- (Examples will vary, but students should identify reading strategies they used, including plan and monitor, ask questions, make connections,

### **BL** *The High-Wheeler Race*

Practice Master SG8.4

- Character's Motive** Naomi uses a calculator because she is bored and she loves numbers.
- Goal and Outcome**
  - Goal** Riders will race ten laps on high-wheeler bicycles. They will begin at the fountain and end at the museum.
  - Events** The mayor is standing at the museum, but the riders will run an even number of laps, so they will finish where they began.
  - Outcome** They try to use a cell phone, but the mayor's phone is turned off. So they send a message to the big TV screen and the mayor sees it.
- Choose and Use Reading Strategies**
  - Think** I wanted to know why it matters that the riders will go an even number of laps.
  - Decide** I visualized the race.
  - Explain** I can see that the riders will end where they begin if they go an even number of laps.
- Generalize** People can use calculators to check for mistakes. People can use cell phones and other electronics to communicate with other people.

### **AL** *Me and Rolly Maloo* PART 1

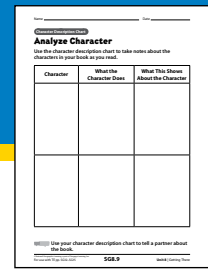
Practice Master SG8.6

- Character's Motive** Jenna wants to be helpful. She also wants to be friends with a very popular girl.
- Goal and Outcome**
  - Goal** Rolly wants to be in the district math competition.
  - Events** She invites Jenna to come help her study, but Jenna can't come. Then she and Patty ask Jenna to help her cheat.
  - Outcome** Jenna helps her, but she gets caught and is accused of cheating.
- Choose and Use Reading Strategies**
  - Think** I wanted to know why Rolly decided to cheat.
  - Decide** I made connections to my own life.
  - Explain** I realize that there are times when the pressure to cheat can be very strong. It can be hard to make the right choice.
- Generalize** It is not fair to use tools to cheat. For example, calculators may not be fair during tests if they are not allowed.

make inferences, determine importance, visualize, and synthesize.)

- In *Spaghetti and Meatballs for All!* Mrs. Comfort uses math to help plan. In *The High-Wheeler Race*, Naomi uses a calculator to help figure out a mistake. In  $7 \times 9 = \text{Trouble}$ , Wilson practices with a stopwatch and practice tests. In *Me and Rolly Maloo*, students use pencils and test forms; some students use paper to pass notes, which creates problems.





Practice Master SG8.9

## Character Description Chart Practice Master SG8.9

### BL The Dragon's Scales

Character	What the Character Does	What This Shows About the Character
Dragon	<p>He stops people from crossing the bridge.</p> <p>He cries when he loses the contest.</p> <p>He becomes a watchdragon.</p>	<p>He can be mean, but he has feelings.</p> <p>He can be nice, too.</p>
Holly	<p>She challenges the dragon to a contest and wins.</p>	<p>She is very brave and also smart.</p>

### BL Sir Cumference and the Dragon of Pi

Character	What the Character Does	What This Shows About the Character
Sir Cumference	<p>He gets sick and asks his son for help.</p> <p>He turns into a dragon from the potion.</p> <p>He rewards Radius when he cures him.</p>	<p>He trusts his son.</p>
Radius	<p>He turns his father into a dragon, but he figures out a cure to save him.</p>	<p>He makes careless decisions, but he is responsible and clever for figuring out the cure.</p>

### OL 7 x 9 = Trouble\*

Character	What the Character Does	What This Shows About the Character
Wilson	<p>He does not do well on his tests, at first.</p> <p>He studies hard and finally passes his tests.</p> <p>He makes the best relief map.</p> <p>He gets mad at his brother, but apologizes.</p>	<p>He is not good at math, but tries hard.</p> <p>He has other skills, like art.</p> <p>He is a good big brother.</p>
Kipper	<p>He wants to be with his brother.</p> <p>He gives Wilson his toy for good luck.</p>	<p>He looks up to Wilson.</p> <p>He loves him.</p>

\* Possible responses for Part 1 and Part 2 of the book are shown.

### AL Me and Rolly Maloo\*

Character	What the Character Does	What This Shows About the Character
Jenna	<p>She gives Rolly and Patty the answers during a test.</p> <p>She protects Rolly and Patty.</p> <p>She admits she was wrong.</p>	<p>She can make bad decisions, but learn from them.</p> <p>She cares what people think of her.</p>
Rolly	<p>She cheats.</p> <p>She lets Jenna take the blame.</p>	<p>She is selfish and cowardly.</p>

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### BL *The Dragon's Scales*

Practice Master SG8.10

- Analyze Plot** A dragon comes to Berry Town and keeps people from crossing the bridge to get to the tasty berries.
- Analyze Character**
  - What the Character Does** Holly challenges the dragon to a contest.
  - What This Shows About the Character** Holly is brave and not afraid.
  - What the Character Does** The dragon cries because he loses.
  - What This Shows About the Character** He is not as tough as he seems. He wants to be nice.
- Choose and Use Reading Strategies**
  - Think** I wanted to know which bucket would be heavier: the one with bricks or feathers.
  - Decide** I visualized picking up each bucket.
  - Explain** It tells me that the bucket of bricks would be much heavier.
- Generalize** A set of scales can help you compare weights. The side with the heavier object will go down; the side with the lighter object will go up.

### OL $7 \times 9 = \text{Trouble}$ PART 2

Practice Master SG8.12

- Analyze Plot** Kipper's teacher offered him a treat from the snack closet because Wilson had worked hard for his cone. They found Squiggles in the closet. Wilson got a second cone as a reward for finding Squiggles.
- Analyze Character**
  - What the Character Does** She teaches Wilson a trick for using your hands to multiply by nine.
  - What This Shows About the Character** She is friendly and helpful.
  - What the Character Does** Wilson puts up with his brother, but sometimes complains to his mom.
  - What This Shows About the Character** Wilson loves his brother, but can get annoyed by his constant attention.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how Wilson passes his tests.
  - Decide** I made inferences about the ways he studied.
  - Explain** It tells me Wilson got a lot of help, but also worked very hard.
- Generalize** Teachers and students use tests to measure how much students know and remember.

## Connect Across Texts Practice Master SG8.14

- The Dragon's Scales* shows how scales can measure weight; *Sir Cumference and the Dragon of Pi* shows how you can use equations like pi to measure sizes and amounts;  $7 \times 9 = \text{Trouble}$  and *Me and Rolly Maloo* show how tests are tools that can measure what students know and what they need to work on.
- (Examples will vary, but students should identify a specific strategy and

### BL *Sir Cumference and the Dragon of Pi*

Practice Master SG8.11

- Analyze Plot** Radius accidentally turns his father into a dragon by giving him the wrong potion for his stomach. He fixes his mistake by finding the cure and figuring out pi, so he knows how much to give him.
- Analyze Character**
  - What the Character Does** He drinks the bottle.
  - What This Shows About the Character** He trusts his son.
  - What the Character Does** He takes time to understand the message on the cure bottle.
  - What This Shows About the Character** He can be thoughtful and careful. He fixes problems he starts.
- Choose and Use Reading Strategies**
  - Think** I wanted to know why the number you get when you divide the distance across a circle by the distance around a circle is always the same.
  - Decide** I asked questions and then reread to look for the answer.
  - Explain** I read that this number is the same for any circle.
- Generalize** Tools can help you measure things, like rulers or measuring tape. Numbers can also help you figure out amounts.

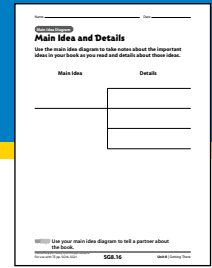
### AL *Me and Rolly Maloo* PART 2

Practice Master SG8.13

- Analyze Plot** Jenna might have to take extra math classes; she is worried that her mother will find out about the cheating and that Mrs. Pie will not like her.
- Analyze Character**
  - What the Character Does** She has Shorn L., Hugo, Patty, and Rolly show how they write their 9s and how they solved a hard problem.
  - What This Shows About the Character** She is fair and knows what she is doing. She is a caring teacher.
  - What the Character Does** She apologizes and tells the truth.
  - What This Shows About the Character** It tells me that Jenna is responsible and does not hold grudges.
- Choose and Use Reading Strategies**
  - Think** I wanted to know why Jenna did not want an apology from Rolly or Patty.
  - Decide** I read on and made inferences.
  - Explain** I see getting caught was punishment enough.
- Generalize** Tests can measure how much you know and help you see what you need to improve, like Hugo and Shorn L.

tell how they used it.)

- Holly uses intelligence to beat the dragon; Radius uses math to cure his father; Wilson studies hard and gets help from others; Jenna has to cheat to realize Shorn L. and Hugo are her real friends, not Rolly and Patty.



Practice Master SG8.16

## Main Idea Diagram Practice Master SG8.16

### BL Charles Lindbergh

Main Idea	Details
Lindbergh was a great pilot with big dreams.	He always loved machines and learned to fly when he was young.
	He became a stunt pilot and then joined the army.
	He was the first man to fly solo across the Atlantic.

### BL Night Flight

Main Idea	Details
Amelia Earhart made an exciting journey as the first woman to cross the Atlantic Ocean.	She left Newfoundland on May 20, 1932.
	The weather was bad, icy, and some of the plane controls broke.
	She landed in safely in Ireland, even though her controls broke.

### OL Flight

Main Idea	Details
Lindbergh made the first solo flight across the Atlantic Ocean in 1927. It was very difficult.	He began early in the morning in New York. He had to travel 3,600 miles all alone in a tiny cockpit.
	He relied on tools to navigate, like a compass and a periscope to get where he was going. He had a hard time staying awake.
	It took him over 33 hours to reach Paris.

### AL It Can't Be Done, Nellie Bly!\*

Main Idea	Details
Nellie Bly was a brave reporter who broke the record for traveling around the world, even though it was not easy.	She only had three days to prepare. People thought only a man could do it.
	She traveled with only a small bag. She did not let her seasickness stop her. She was delayed in Colombo and Singapore.
	She sailed through a monsoon. Another woman tried to race her, but Nellie beat her.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### BL Charles Lindbergh

#### Practice Master SG8.17

- Goal and Outcome** Lindbergh wanted to be the first person to fly across the Atlantic Ocean alone, without stopping—from New York to Paris. He made the trip and became famous.
- Main Idea and Details**
  - Main Idea** Lindbergh was a famous pilot who was the first man to fly solo over the Atlantic Ocean.
  - Detail** He went to flight school, then became a barnstormer, flew for the army, and delivered mail by air.
  - Detail** Lindbergh built a very light plane and did not bring anything heavy. This way he needed less fuel.
  - Detail** He helped the army improve their planes.
- Choose and Use Reading Strategies**
  - Think** I wanted to know if Lindbergh missed being a pilot.
  - Decide** I made inferences about what he did later in life.
  - Explain** I realized that he had other interests, like the environment, animals, and writing. Flying was not the only thing he loved to do.
- Generalize** Tools, like airplanes, can help people do things that they could not otherwise do, like fly.

### OL Flight

#### Practice Master SG8.19

- Goal and Outcome** He wanted to be the first person to cross the Atlantic. He left behind a parachute and a radio; they were too heavy.
- Main Idea and Details**
  - Main Idea** Lindbergh was the first man to fly across the Atlantic Ocean.
  - Detail** He kept a diary because he was alone and wanted to share how he felt with others.
  - Detail** If he fell asleep, the plane would crash. He did not eat, he remembers his life, and feels the cold.
  - Detail** He was very tired.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how Lindbergh stayed awake and on course.
  - Decide** I determined the importance of details.
  - Explain** It tells me that Lindbergh had a very strong need to reach his goal and was willing to do anything for it.
- Generalize** He used a light airplane because it uses less fuel, compasses to navigate, instruments to help him fly the plane, and a diary to record his journey.

## Connect Across Texts Practice Master SG8.21

- Charles Lindbergh and Amelia Earhart both used tools, including maps and planes, to cross the Atlantic Ocean. Nellie Bly used ships, trains, watches, and schedules to plan a trip around the world.
- (Examples will vary, but students should identify specific reading strategies they used and tell how they used them to understand the text.)

### BL Night Flight

#### Practice Master SG8.18

- Goal and Outcome** She was the first woman to ever fly solo across the Atlantic Ocean. She ran into a bad storm. She lost some plane controls, including the one that told how high she was, and almost crashed.
- Main Idea and Details**
  - Main Idea** Amelia Earhart was the first woman to fly across the Atlantic Ocean.
  - Detail** Because she thinks women should do what men do.
  - Detail** She thinks it will be simple and quick, but bad weather makes it very hard.
  - Detail** She smiles and is very happy, but she does not brag.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how Earhart felt when she smelled gas.
  - Decide** I made connections to my own life.
  - Explain** It tells me that the smell of gas often means danger. In her case, it must have been very scary.
- Generalize** She used a plane and navigation tools. When her tools broke, she had to rely on herself and use intelligence and bravery.

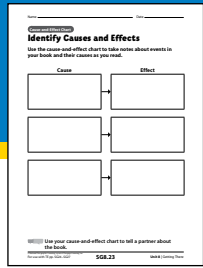
### AL It Can't Be Done, Nellie Bly! PART 1

#### Practice Master SG8.20

- Goal and Outcome** Bly wanted to be the first person to go around the world in 80 days. People thought she could not do it because she was a woman and because it had never been done before.
- Main Idea and Details**
  - Main Idea** Nellie Bly was a brave reporter who did not let anything or anyone stop her.
  - Detail** She was a woman and wrote about social issues. Some people thought women should not write about anything important.
  - Detail** He was the inspiration for her trip.
  - Detail** She got seasick a lot, but she kept going.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how Nellie Bly felt.
  - Decide** I made connections to when I was sick.
  - Explain** It tells me that she probably felt terrible and it took a lot of strength to keep eating.
- Generalize** Tools like ships, trains, and watches can help people travel and stay on schedule.

- Lindbergh and Earhart could not take many tools with them because they needed to fly light planes, which would use less fuel. Nellie Bly traveled with only a very small suitcase because it made it easier for her to go from place to place.





## Cause-and-Effect Chart Practice Master SG8.23

### BL The Eiffel Tower

Cause	Effect
Paris had a fair in 1889.	Gustave Eiffel built the Eiffel Tower.
The tower was made from iron.	It was very strong.
The iron beams are arranged in a pattern of triangles.	The triangles also make the tower stronger.

### BL The Great Pyramid

Cause	Effect
Ancient Egyptians believed that their spirits went on living in the land of the dead.	Rulers had their bodies preserved as mummies.
Khufu wanted to show that he was a strong ruler.	He built the largest pyramid of all.
The Nile River floods for four months every year.	Farmers could not work in their fields during these months.

### OL The Golden Gate Bridge

Cause	Effect
Crossing the Golden Gate Strait by ferry could be slow and dangerous.	The Golden Gate Bridge was built.
The bridge had a long distance to cross because the strait was very wide.	Strauss decided to build a suspension bridge because they are good for long distances.
The main cables for the bridge are three feet thick.	They are very strong and can support the weight of the road.

### AL It Can't Be Done, Nellie Bly!\*

Cause	Effect
A ship called the <i>Nepaul</i> is delayed.	Nellie is stuck in Colombo, because her ship cannot leave.
Nellie Bly beat Phileas Fogg's record by eight days.	She became the most famous woman in America at the time.
Nellie is upset that <i>The New York World</i> does not give her more money or even thank her for her record-breaking trip.	She quit working for the paper and wrote a book about her life.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### BL *The Eiffel Tower*

#### Practice Master SG8.24

- Goal and Outcome** His goal was to build the world's largest tower for a fair in Paris.
- Identify Cause and Effect**
  - Cause** He built the tower for a fair in 1889.
  - Effect** Iron beams make the tower strong.
  - Effect** The triangles also make the tower strong.
- Choose and Use Reading Strategies**
  - Think** I wanted to know what buildings are taller than the Eiffel Tower today.
  - Decide** I used the graph to help me visualize.
  - Explain** I can see that towers, like the Empire State Building and the Sears Tower, are taller.
- Generalize** Eiffel used strong materials like iron and a design made of triangles. Planning ahead was important because no one had ever made a tower so tall.

### OL *The Golden Gate Bridge*

#### Practice Master SG8.26

- Goal and Outcome** Strauss wanted to build a bridge to cross Golden Gate Strait. San Francisco was growing; many people needed to cross the bay. Crossing by boat was slow and dangerous.
- Identify Cause and Effect**
  - Cause** People did not like his first bridge and found it ugly. He met with other engineers to design a bridge that was strong and beautiful.
  - Cause** One pier was built on rock close to the shore. The other pier was harder to build because it sits in the water.
  - Effect** Thick cables are strong and support the weight of the roadway.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how people felt during the planning.
  - Decide** I made connections to what it is like to work in a group.
  - Explain** It helps me realize that people have different opinions and it is hard to agree on a plan.
- Generalize** They use equipment, such as cranes, and materials, such as cables, concrete, and steel. Planning was important because no one had ever made such a long bridge.

## Connect Across Texts Practice Master SG8.28

- The Eiffel Tower* shows how the right design and materials can make the tallest building in the world. *The Great Pyramid* shows how tools and lots of careful work can make the biggest pyramid in Ancient Egypt. *The Golden Gate Bridge* shows how tools and planning can build the longest bridge. *It Can't Be Done, Nellie Bly!* shows how tools and planning can break world records in travel.

### BL *The Great Pyramid*

#### Practice Master SG8.25

- Goal and Outcome** He wanted to build the biggest pyramid in Ancient Egypt to show he was the strongest ruler.
- Identify Cause and Effect**
  - Cause** They built pyramids as tombs to house mummies of dead rulers.
  - Effect** The sides had to be straight. If the measurements were wrong, the other stones would not fit. The whole pyramid would be off.
  - Effect** The pyramid was very large; farmers only worked during the four months that the Nile River flooded fields.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how much work it took.
  - Decide** I visualized the steps of building the pyramid.
  - Explain** It tells me that it was very slow, hard work.
- Generalize** Architects drew plans to design the pyramids. Surveyors used plumb lines to make sure stones were straight. Masons used chisels and mallets to cut blocks. Planning was important because one wrong measurement could cause the other pieces not to fit together.

### AL *It Can't Be Done, Nellie Bly!* PART 2


#### Practice Master SG8.27

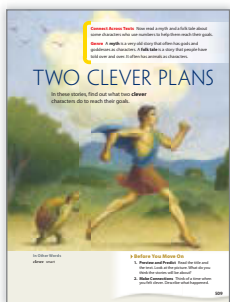
- Goal and Outcome** She had to reach San Francisco by January 20, but couldn't get off the boat when they reached port because they couldn't find the bill of health. The purser finally found it and they were let off.
- Identify Cause and Effect**
  - Cause** Nellie's boat could not leave Colombo until another boat arrived.
  - Effect** She asked a guide to take her to see the "Temple of the Dead."
  - Effect** The newspaper paid for Nellie to take a special train that traveled on a different track than the ones damaged by the snowstorm.
- Choose and Use Reading Strategies**
  - Think** I wanted to know how Bly felt.
  - Decide** I made connections and thought about what it feels like to return from summer camp.
  - Explain** It tells me she must have felt very happy to be home again.
- Generalize** Boats, trains, passports, and schedules helped Nellie reach her goal. Planning was important; she would not reach her goal in time if she missed a boat or a train or did not have proper documentation.

- (Examples will vary, but students should identify reading strategies they used and explain how they used them to understand the text.)
- Each book shows how tools and planning are used to achieve something that has never been done before. In these books, people build long bridges, tall towers, or giant pyramids. Nellie Bly uses tools and planning to beat a world travel record.



## Recommended Books

	Fiction About Using Tools	Nonfiction About Using Tools
BL	<p>Dee, Ruby. <b>Two Ways To Count To Ten: A Liberian Folktale</b>. Henry Hold &amp; Co., 1990.</p> <p>Dussling, Jennifer. <b>The 100-Pound Problem</b>. Lerner Publishing Group, 2000.</p> <p>Hutchins, Pat. <b>Clocks and More Clocks</b>. Simon &amp; Schuster Children's Publishing, 1994.</p> <p>Penner, Lucille Recht. <b>Where's That Bone?</b> Lerner Publishing Group, 2000.</p>	<p>Bauer, David. <b>People Change the Land</b>. Capstone Press, 2004.</p> <p>Chrismer, Melanie. <b>Math Tools</b>. Children's Press, 2006.</p> <p>Kulling, Monica. <b>Eat My Dust! Henry Ford's First Race</b>. Random House, Inc., 2004.</p> <p>Macken, JoAnn. <b>Construction Crews</b>. Capstone Press, 2008.</p>
BL	<p>Dahl, Roald. <b>The Enormous Crocodile</b>. Penguin Young Readers Group, 2009.</p> <p>Kline, Suzy. <b>Horrible Harry Cracks the Code</b>. Penguin Young Readers Group, 2008.</p> <p>Leedy, Loreen. <b>Measuring Penny</b>. Henry Holt &amp; Co., 1997.</p> <p>Schwartz, David M. <b>Millions to Measure</b>. HarperCollins Publishers, 2006.</p>	<p>Boekhoff, P.M. <b>What Does a Construction Worker Do?</b> Enslow Publishers, 2006.</p> <p>Gibbons, Gail. <b>The Art Box</b>. Holiday House, 2000.</p> <p>Hanson, Anders. <b>Archaeologist's Tools</b>. ABDO Publishing Co., 2011.</p> <p>Mercati, Cynthia. <b>The Great Race: The Building of the Transcontinental Railroad</b>. Perfection Learning, 2002.</p>
OL	<p>Duffey, Betsy. <b>The Gadget War</b>. Viking Penguin, 1991.</p> <p>Latham, Jean Lee. <b>Carry On, Mr. Bowditch</b>. Houghton Mifflin, 1955. Reprint: 2003.</p> <p> <b>NEWBERRY MEDAL WINNER</b></p> <p>Myller, Rolf. <b>How Big Is a Foot?</b> Random House, Inc., 1991.</p> <p>Verne, Jules (retold by Jane Bingham). <b>Around the World in 80 Days</b>. Usborne Books, 2004.</p>	<p>Berne, Jennifer. <b>Manfish: The Story of Jacques Cousteau</b>. Chronicle Books, 2008.</p> <p>Bullard, Lisa. <b>The Empire State Building</b>. Lerner Publishing Group, 2009.</p> <p>Fritz, Jean. <b>Brendan The Navigator: A History Mystery About the Discovery of America</b>. G. P. Putnam's Sons, 1998.</p> <p>Rodriguez, Rachel. <b>Building on Nature: The Life of Antoni Gaudi</b>. Henry Holt &amp; Co., 2009.</p>
AL	<p>Helena Clare Pittman. <b>A Grain of Rice</b>. Random House, 1995.</p> <p>Mills, Claudia. <b>Fractions = Trouble!</b> Farrar, Straus and Giroux, 2011.</p> <p>Selznick, Brian. <b>The Invention of Hugo Cabret</b>. Scholastic Book Services, 2007.</p> <p>Verne, Jules (retold by Deanna McFadden). <b>Around the World in 80 Days</b>. Sterling Books, 2007.</p>	<p>Barretta, Gene. <b>Neo Leo: The Ageless Ideas of Leonardo da Vinci</b>. Henry Holt &amp; Co., 2009.</p> <p>Lewis, J. Patrick. <b>Galileo's Universe</b>. Creative Education, Inc., 2004.</p> <p>Mann, Elizabeth. <b>Brooklyn Bridge</b>. Firefly Books, 1996.</p> <p>Spilsbury, Louise. <b>Mapping</b>. Heinemann Library, 2010.</p>



**Author Study: Margaret Read MacDonald**

**Boy From The Dragon Palace: A Folktale From Japan**. Albert Whitman, 2001.

**Fat Cat: A Danish Folktale**. August House, 2001.

**Mabela the Clever**. Albert Whitman, 2001.

**The Old Woman Who Lived In a Vinegar Bottle**. August House, 1995.









## Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests				
	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Spelling	✓			
	Phonics*	✓	✓		
Unit Tests	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Reading Strategy Assessments	✓	✓		
Benchmark Assessments	Benchmark Assessments*	✓	✓	✓	
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
	Test-Taking Strategies		✓		
Reteaching	Reteaching Masters	✓	✓		

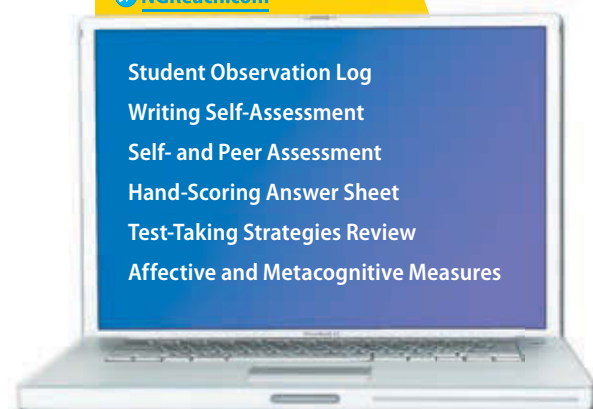
\* Available in separate books.

## Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
<b>Week 1</b>			
Reading Comprehension Test .....	A8.4	Comprehension: Goal and Outcome .....	RT8.1
Vocabulary Test .....	A8.6	Comprehension: Choose a Reading Strategy .....	RT8.2
Writing, Revising, and Editing Test .....	A8.8	Writing Trait: Organization .....	RT8.3
<b>Week 2</b>			
Reading Comprehension Test .....	A8.10	Comprehension: Analyze Characters .....	RT8.4
Vocabulary Test .....	A8.12	Comprehension: Characters' Viewpoints .....	RT8.5
Writing, Revising, and Editing Test .....	A8.13	Comprehension: Choose a Reading Strategy .....	RT8.6
		Writing Trait: Voice .....	RT8.7
<b>Week 3</b>			
Reading Comprehension Test .....	A8.15	Comprehension: Main Idea and Details .....	RT8.8
Vocabulary Test .....	A8.17	Comprehension: Use Reading Strategies .....	RT8.9
Writing, Revising, and Editing Test .....	A8.19		
<b>Week 4</b>			
Reading Comprehension Unit Test .....	A8.21	Comprehension: Cause and Effect .....	RT8.10
Vocabulary Unit Test .....	A8.27	Comprehension: Use Reading Strategies .....	RT8.11
Writing, Revising, and Editing Unit Test .....	A8.30	Writing Trait: Ideas .....	RT8.12
		(Also see prior weeks.)	
<b>Oral Reading Assessment</b> .....	A8.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
<b>Profiles</b>			
Student Profile: Weekly and Unit Assessments .....	A8.34		
Class Profile: Weekly and Unit Assessments .....	A8.36		
Student Profile: Strengths and Needs Summary .....	A8.37		
<b>Writing Rubric</b> .....	A8.38		
<b>Research Project Rubric</b> .....	A8.39		
<b>Unit Self-Assessment</b> .....	A8.40		
<b>Answer Keys and Rubrics</b> .....	A8.41		
<b>Small Group Reading Assessments</b>			
Speaking and Listening Observation Log .....	SG8.29		
Reading Strategy Assessment .....	SG8.30		
Reader Reflection .....	SG8.32		

### Online Assessment Resources

[NGReach.com](http://NGReach.com)



# Oral Reading Assessment

## Unit 8

Taylor North was on the edge of her seat. It was the last basketball game of the season, and in the next three minutes her team could win it!

Although it was the final game, Taylor hadn't played in it yet. Coach always put the boys in first. She had played as hard as any of the boys in all the other games. This would be her last chance to play this season.

Taylor had joined the team at the beginning of the season—the first girl to join the league. The team practiced every day after school. During practice, she listened to every word Coach had said. Taylor even asked her dad to put up a basketball hoop above the garage door, so she could practice more at home.

Taylor made a plan to try 100 three-point shots every night after she finished her homework. Bounce, bounce, bounce, shoot! At first she had made only four or five baskets out of the 100 shots. Little by little, she got better. Now she could make 65 or 70 out of 100. Bounce, bounce, bounce, shoot! She had the three-pointer down pat.

The game was almost over. Taylor's team was down two points when Coach called a time-out. In the huddle, Coach looked Taylor right in the eye and said, "You're in, North."

Taylor couldn't believe it. They were three points away from winning now with only seven seconds left. The whistle sounded, and Mario passed her the ball. Bounce, bounce, bounce, shoot! The cheering was so loud, no one heard the soft swoosh of the ball as it dropped perfectly through the net.

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COPY READY

# Oral Reading Assessment

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48

**Accuracy and Rate**

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Oral Reading Fluency Rubrics			
	Automaticity	Phrasing	Intonation
<b>Circle Score</b>	4 3 2 1	4 3 2 1	4 3 2 1
<b>4</b>	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.
<b>3</b>	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.
<b>2</b>	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.
<b>1</b>	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.
			<b>Expression</b>
			Reads with appropriate feeling for all content.
			Reads with appropriate feeling for most content.
			Reads with appropriate feeling for some content.
			Does not read with feeling.



# Oral Reading Assessment

Unit 8

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

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## Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
  - Did you have any problems reading this passage?*
  - If yes: *What problems did you have?*
  - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
  - I noticed that you read with a lot of expression.*
  - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
  - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

# Reading Comprehension Test

Unit 8, Week 1

**Directions:** Read the story. Then answer the questions about the story.

## The Farmer and Her Children

A farmer didn't think her children understood the true worth of their farm, so she said to them, "This farm has hidden treasure. If you work hard, you can find it."

"Let's go and see where it is!" said the youngest child.

"Let's dig everywhere!" said the middle child.

"We need to have a plan," said the oldest. "If we dig in rows, we'll be sure to find the treasure."

After digging and digging, the children uncovered no treasure. Since the fields were plowed, however, they went ahead and planted crops.

When the harvest was over, the family counted their money. Only then did the children understand that the hidden treasure was the land itself.

**1** What is the farmer's goal in this story?

- (A) to get her children to dig in rows
- (B) to get her children to plant the crops
- (C) to teach her children how to plan ahead
- (D) to teach her children the worth of the farm

**2** What is the outcome?

- (A) The farmer buries real treasure.
- (B) The farmer finds the treasure for the children.
- (C) The children want to be paid for all their work.
- (D) The children learn what the hidden treasure really is.



**Reading Comprehension Test**

Unit 8, Week 1

**Directions:** Read the story. Then answer the questions about the story.

# The Cook and His Helpers

A cook was trying to make supper with two helpers, but the helpers kept fighting over their jobs.

“You should fill the pot so we can boil the water,” the first helper said.

“I did it last time!” complained the other worker. “It’s my turn to chop the vegetables.”

The cook handed each of his helpers a dried noodle and said, “Try to break it.”

Snap! Snap! The noodles broke easily.

“Now try to break a handful of noodles at once,” the cook said. The helpers tried their best, but neither could do it.

“You see? By ourselves, we have no strength,” the cook said, “but when we work together, we are strong.”

- 3** What is the cook’s goal in this story?
- (A) to make his helpers good cooks
  - (B) to teach his helpers how to cook
  - (C) to get his helpers to work together
  - (D) to tell his helpers all about noodles

- 4** The cook tries to achieve his goal by —
- (A) finding new helpers.
  - (B) comparing people to noodles.
  - (C) chopping the vegetables himself.
  - (D) taking a turn filling the pot with water.

Score

\_\_\_\_\_/4

**DONE!**

# Vocabulary Test

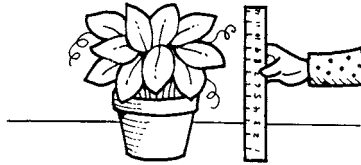
Unit 8, Week 1

Directions: Choose the answer that completes the sentence correctly.

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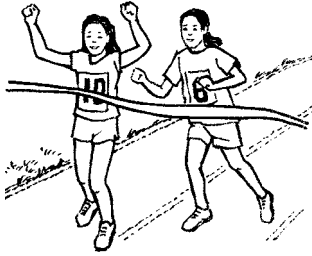
1 This plant is one \_\_\_\_\_ high.

- (A) foot
- (B) power
- (C) matter
- (D) surface



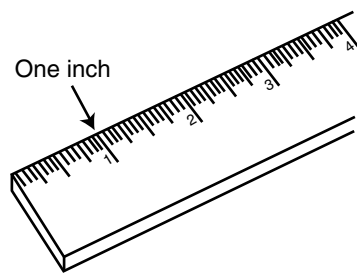
2 They ran five \_\_\_\_\_ in the race.

- (A) vines
- (B) kilometers
- (C) substances
- (D) characteristics



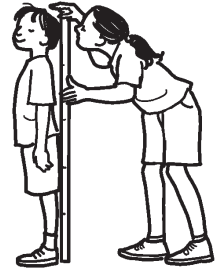
3 An inch is a \_\_\_\_\_ of length.

- (A) unit
- (B) core
- (C) region
- (D) surface



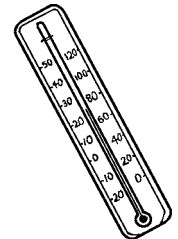
4 He is about one \_\_\_\_\_ tall.

- (A) supply
- (B) meter
- (C) seller
- (D) wave



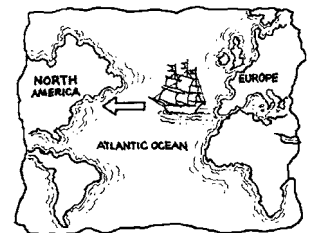
5 This thermometer is used to take a \_\_\_\_\_ of the air temperature.

- (A) style
- (B) pressure
- (C) tsunami
- (D) measurement



6 The ship traveled a long \_\_\_\_\_.

- (A) temperature
- (B) composition
- (C) distance
- (D) tradition



GO ON



# Vocabulary Test

Unit 8, Week 1

7 When you guess how big something is, you \_\_\_\_\_ its size.

- (A) increase
- (B) estimate
- (C) develop
- (D) occur

8 A \_\_\_\_\_ is something that you want to do.

- (A) goal
- (B) core
- (C) volcano
- (D) composition

9 When you move toward something, you move in that \_\_\_\_\_.

- (A) wave
- (B) signal
- (C) direction
- (D) generation

10 When you \_\_\_\_\_ something, you get what you work for.

- (A) vary
- (B) interact
- (C) combine
- (D) achieve

11 A \_\_\_\_\_ is a plan for success.

- (A) form
- (B) state
- (C) buyer
- (D) strategy

COPY READY

Score
_____/11

DONE!

# Writing, Revising, and Editing Test

Unit 8, Week 1

**Directions:** Read the paragraph. Then answer the questions.

Jane had a goal. She   1   to knit her dad a scarf before the first snow. She did not know how to knit, so she   2   to follow some directions she found on the Internet. Even with the directions, it still did not look right. So, she   3   her aunt to teach her. Her aunt was happy to help. Finally, Jane   4   a long scarf for her dad. He wore it for the first snow. Jane was happy to make her goal and surprise her dad!

**1** Choose the answer that goes in Blank 1.

- (A) plan
- (B) planed
- (C) planied
- (D) planned

**2** Choose the answer that goes in Blank 2.

- (A) try
- (B) tried
- (C) tryed
- (D) tryied

**3** Choose the answer that goes in Blank 3.

- (A) ask
- (B) asked
- (C) askedied
- (D) askedked

**4** Choose the answer that goes in Blank 4.

- (A) createed
- (B) creatied
- (C) created
- (D) create



## Writing, Revising, and Editing Test

Unit 8, Week 1

5

You and your classmates are writing movie reviews for each other. Choose a movie you like or dislike. Write an opinion paragraph that tells your opinion about the movie. Include details to support your opinion.

COPY READY

Score
_____/4 multiple-choice
_____/4 writing

DONE!

# Reading Comprehension Test

Unit 8, Week 2

**Directions:** Read the story. Then answer the questions about the story.



One morning, rich King Midas was walking through his garden when he saw a stranger sleeping under a bush. In an angry voice, King Midas asked who the stranger was. The stranger woke with a jump. He said he was sorry and asked the king to let him go.

King Midas forgave the stranger, and the man was so happy he promised the king one wish. The king asked that anything he touched be turned into gold.

The next morning, King Midas went into his garden and bent to touch a pretty rose. When he did, the flower turned to gold. The king was happy, but the rose no longer had a lovely smell. Hungry, the king then pulled an apple from a nearby tree. The moment he touched the fruit, it turned to gold. Still hungry, the king went to have breakfast where he immediately turned that to gold, too! King Midas was now afraid to touch anything, even his family.

The next day, King Midas saw the stranger again. This time, the king begged the stranger to take away his new power. The stranger did as the king asked, and from that day on, King Midas was happy with the things he had. He no longer wished for anything better.

GO ON 



## Reading Comprehension Test

Unit 8, Week 2

- 1** Why does King Midas yell at the stranger?
- Ⓐ He thinks the stranger has bad manners.
  - Ⓑ He doesn't believe what the stranger says.
  - Ⓒ He doesn't want a stranger in his garden.
  - Ⓓ He wants more than one wish from the stranger.
- 2** What does King Midas find troubling about the rose that he touches?
- Ⓐ It stops growing.
  - Ⓑ It is no longer pretty.
  - Ⓒ It turns a different color.
  - Ⓓ It no longer smells good.
- 3** When everything King Midas touches turns to gold, the king becomes —
- Ⓐ angry.
  - Ⓑ upset.
  - Ⓒ excited.
  - Ⓓ amused.
- 4** When the king makes his wish, it shows that he wants —
- Ⓐ lots of gold.
  - Ⓑ the stranger to go away.
  - Ⓒ the stranger to be happy.
  - Ⓓ his flowers to be more beautiful.

COPY READY

Score
_____/4

DONE!

# Vocabulary Test

Unit 8, Week 2

Directions: Read the question. Choose the correct answer.

COPY READY

1 Which word is in the same category as run and swim?

- (A) climb
- (B) fasten
- (C) depend
- (D) exclaim

2 Ticket and baggage can be placed in a category of words about \_\_\_\_\_.

- (A) travel
- (B) health
- (C) movies
- (D) treasure

3 Which of these shows words in order on a scale from least wet to most wet?

- (A) soggy, moist, soaked
- (B) moist, soaked, soggy
- (C) soaked, moist, soggy
- (D) moist, soggy, soaked

4 Sip, gulp, and swallow can be placed in a category of words about ways to \_\_\_\_\_.

- (A) eat
- (B) drink
- (C) cook
- (D) breathe

Score
_____/4

DONE!

# Writing, Revising, and Editing Test

Unit 8, Week 2

**Directions:** Read the paragraph. Then answer the questions.

My dad   1   he must work hard to get in shape for the marathon. A marathon is a race that is 26.2 miles long. He   2   to go running every day. He also   3   to do some training with weights. Soon, my dad's legs   4   very strong. When he ran the marathon, he   5   in record time. After the race, I   6  , "Dad, I'm so proud of you!"

**1** Choose the answer that goes in Blank 1.

- Ⓐ know
- Ⓑ knew
- Ⓒ knowed
- Ⓓ knewed

**2** Choose the answer that goes in Blank 2.

- Ⓐ decideed
- Ⓑ decidedd
- Ⓒ decided
- Ⓓ decide

**3** Choose the answer that goes in Blank 3.

- Ⓐ choosed
- Ⓑ chosed
- Ⓒ choose
- Ⓓ chose

**4** Choose the answer that goes in Blank 4.

- Ⓐ became
- Ⓑ become
- Ⓒ becomed
- Ⓓ becamed



## Writing, Revising, and Editing Test

Unit 8, Week 2

COPY READY

**5** Choose the answer that goes in Blank 5.

- Ⓐ finish
- Ⓑ finishd
- Ⓒ finished
- Ⓓ finishied

**6** Choose the answer that goes in Blank 6.

- Ⓐ sed
- Ⓑ said
- Ⓒ sayed
- Ⓓ sayied

**7** Imagine you are writing a story about a squirrel and a chipmunk. They are having a contest to see who can collect the most nuts in one day. Write the first paragraph of the story to introduce the characters. Include details and dialogue to show how they act, think, and feel.

Score	
_____ /6	multiple-choice
_____ /4	writing

**DONE!**

# Reading Comprehension Test

Unit 8, Week 3

Directions: Read the passage. Then answer the questions about the passage.

## Aimee Mullins

A woman named Aimee Mullins does not have legs below her knees, but this has not kept Aimee from doing the things she loves. Growing up, she learned to ski and play soccer and baseball. In college, she was on the school track team and took part in racing events.

Today, it's possible to make legs and arms for people who need them. These are called prostheses, and they are what Aimee uses for legs. Aimee's prosthetic legs are very light and springy. With them, Aimee can run very fast. Some people even think Aimee runs too fast. They are the runners who have to race against Aimee.

- 1** What is the main idea of this passage?
- Ⓐ Some people think that Aimee runs too fast.
  - Ⓑ Some people like Aimee need legs and arms.
  - Ⓒ Aimee's prosthetic legs allow her to do sports.
  - Ⓓ Aimee's prosthetic legs are worn below the knees.
- 2** Which of these would make a good heading for the second paragraph?
- Ⓐ Why Aimee Runs
  - Ⓑ Aimee Wins Again
  - Ⓒ Sports Aimee Plays
  - Ⓓ Aimee's Special Legs





**Reading Comprehension Test****Unit 8, Week 3****Directions:** Read the passage. Then answer the questions about the passage.

## Journey to the Bottom of the Ocean

If you swim to the bottom of a pool, your ears will start to feel strange. Something called water pressure is pushing against them. The deeper you go, the stronger the water pressure becomes.

This makes it hard for people to dive in very deep water. Using very small submarines, though, it's possible. In 2012, James Cameron got in a submarine less than four feet across on the inside. With it, he was able to dive nearly seven miles down into the deepest part of the ocean. Using the sub's special tools, Cameron managed to gather samples of plants and animals. Studying the samples will teach us more about life in the deepest place on Earth.

- |   |  |
|---|--|
| <p><b>3</b> What is the main idea of this passage?</p> <ul style="list-style-type: none"> <li>Ⓐ Water pressure makes your ears feel strange.</li> <li>Ⓑ Water pressure gets stronger the deeper you go.</li> <li>Ⓒ Samples of sea life can be gathered during dives.</li> <li>Ⓓ Small submarines allow people to dive in deep water.</li> </ul> | <p><b>4</b> Which detail from the article supports the main idea?</p> <ul style="list-style-type: none"> <li>Ⓐ James Cameron was able to dive nearly seven miles down.</li> <li>Ⓑ Water pressure makes it hard to do deep dives.</li> <li>Ⓒ The submarine was only four feet across.</li> <li>Ⓓ Plants and animals live on the bottom of the ocean.</li> </ul> |
|---|--|

<b>Score</b>
_____/4

**DONE!**

# Vocabulary Test

Unit 8, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This is a \_\_\_\_\_.

- (A) thermometer
- (B) method
- (C) globe
- (D) tale



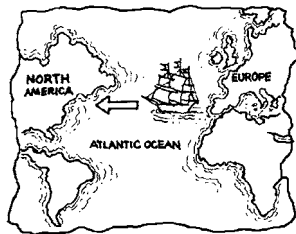
2 This is a \_\_\_\_\_.

- (A) continent
- (B) volcano
- (C) form
- (D) vine



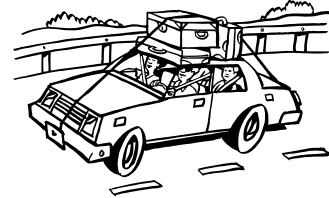
3 The ship's \_\_\_\_\_ is North America.

- (A) advertisement
- (B) characteristic
- (C) destination
- (D) storyteller



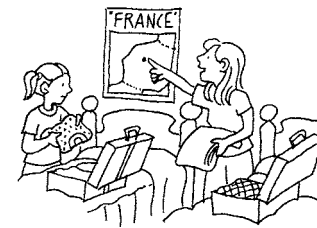
4 They are going on a \_\_\_\_\_.

- (A) region
- (B) journey
- (C) rain forest
- (D) conservation



5 She points to our \_\_\_\_\_ on the map.

- (A) form
- (B) power
- (C) tsunami
- (D) location



COPY READY

GO ON

## Vocabulary Test

Unit 8, Week 3

COPY READY

**6** A \_\_\_\_\_ is something that is hard to do.

- (A) challenge
- (B) mixture
- (C) shore
- (D) tale

**7** When you \_\_\_\_\_, you go somewhere to learn about people or things.

- (A) react
- (B) explore
- (C) perform
- (D) decrease

**8** When you have \_\_\_\_\_, you have the strength to keep doing something.

- (A) rhythm
- (B) magma
- (C) endurance
- (D) heritage

**9** When you \_\_\_\_\_ for something, you get ready for it.

- (A) prepare
- (B) erupt
- (C) vary
- (D) melt

**10** When you \_\_\_\_\_ something, you find it or learn about it.

- (A) warn
- (B) carve
- (C) express
- (D) discover

Score
_____/10

**DONE!**

# Writing, Revising, and Editing Test

Unit 8, Week 3

**Directions:** Read the paragraph. Then answer the questions.

My cousins   1   a goal last winter. They wanted to learn to rock climb. There are classes in rock climbing at the community gym. Before my cousins   2   their classes, they   3   the tools they would need, such as ropes and special shoes. After my cousins finished their classes, they   4   a climb on a real outdoor cliff!

**1** Choose the answer that goes in Blank 1.

- Ⓐ had
- Ⓑ hased
- Ⓒ haved

**2** Choose the answer that goes in Blank 2.

- Ⓐ began
- Ⓑ beganed
- Ⓒ beganned

**3** Choose the answer that goes in Blank 3.

- Ⓐ buyd
- Ⓑ buyed
- Ⓒ bought

**4** Choose the answer that goes in Blank 4.

- Ⓐ doed
- Ⓑ done
- Ⓒ did



## Writing, Revising, and Editing Test

Unit 8, Week 3

- 5 Look at this article from the Internet. Imagine that you will use this article as a source for a report you are writing. Write down all the information you will need to cite this source correctly.

COPY READY

http://www.sailing2day.com/schoolonaboat


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## School on a Boat

by Sasha Nicola  
October 18, 2011

Steve and Gina Attean and their son Peter are like any other family. The only difference is that they have been living on a sailboat for the past six months. The Atteans set sail from Portland, Maine, in spring. They will reach their destination of Fort Lauderdale, Florida, shortly.



**The Atteans on their sailboat**

The Atteans believe the trip is giving their son a great education about early United States history. "I home-school Peter," Gina Attean explains. "We learn about important historical events and can visit the places where they happened."

◀ ▶

Score	
_____ /4	multiple-choice
_____ /4	writing

**DONE!**



# Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.



## Rock Climbing

When people asked George Mallory why he wanted to climb Mount Everest, he said, "Because it's there." Some people just feel the need to climb!

Rock climbers like the challenge of a steep rock wall. These climbers use tools to reach their goals. They wear helmets to protect their head in case of a fall. A ball of chalk in a bag helps keep their hands dry. Climbers also need good climbing shoes.

A climbing harness is important, too. This is a set of straps that cover the upper body and hips. Hooked onto the harness are metal rings called carabiners. These attach the harness to safety ropes that give the climber extra backup in a fall.

There is one climbing tool more important than any other. A partner! Another person gives the climber a second pair of eyes and hands. If there is an emergency, a partner can call for help. And when the climbers reach the top, there's somebody to share it with.

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 1** What is the main idea of this article?
- Ⓐ George Mallory was a famous climber.
  - Ⓑ A partner is a very important climbing tool.
  - Ⓒ Rock climbers use different tools for safety.
  - Ⓓ Climbers test themselves on Mount Everest.
- 2** Why do climbers wear a harness?
- Ⓐ It helps to keep them safe.
  - Ⓑ It takes the place of a partner.
  - Ⓒ It helps to keep the hands dry.
  - Ⓓ It covers the upper body and hips.
- 3** Why do most rock climbers want to climb?
- Ⓐ They like the challenge.
  - Ⓑ They want to share with a partner.
  - Ⓒ They have a lot of climbing tools.
  - Ⓓ They are practicing to climb Mount Everest.

**GO ON** 

## Reading Comprehension Test

Unit Test

**Directions:** Read the article. Then answer the questions about the article.

# Early Tools

Today, we use so many different tools, it's hard to imagine life without them. We don't know who the first human was to use a tool. We do know that he or she probably didn't make the tool. Instead, the tool was something that was already there. Maybe it was a stout branch that could be used to dig for roots. Perhaps it was a sharp rock that cut like a knife.

The next step was making these tools better. Trimming twigs off a branch resulted in a tool that was easier to use. Chipping the edges of the rock made it even sharper. By doing these things, people went from using tools to making them.

The oldest tools that we know of are made of stone. Because of this, the early tool-making part of our history is called the "Stone Age." Scientists have also found ancient needles made of bone used to sew clothes. Since clothes keep us protected and warm, they are also a tool. Even fire is a tool when used for cooking.

In other words, even as far back as the Stone Age, people used tools to make other tools. This is something we have gotten very good at over the years.

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

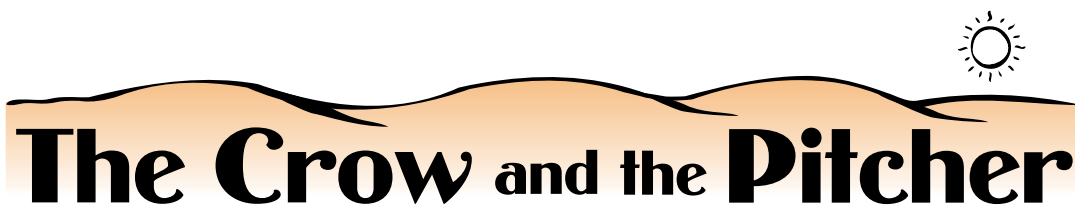
- 4** What is the main idea of the second paragraph?
- Ⓐ Humans used sharp rocks as knives.
  - Ⓑ Humans learned how to use many tools.
  - Ⓒ Humans found ways to make tools better.
  - Ⓓ Humans trimmed branches to make tools.
- 5** Trimming twigs from a branch could make it —
- Ⓐ easier to use.
  - Ⓑ useful as a needle.
  - Ⓒ stronger than stone.
  - Ⓓ easier to burn in a fire.
- 6** The Stone Age is named for —
- Ⓐ the people who lived then.
  - Ⓑ the tools that were made then.
  - Ⓒ the way the earth looked then.
  - Ⓓ the rock that was formed then.

**GO ON** 

## Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.



# The Crow and the Pitcher

One hot summer afternoon, Crow was flying over the desert. Below her, the ground was so dry that big cracks cut through it. Crow's beak was open, and her feathers drooped off her wings. She needed water, but where would she find it? Suddenly, she noticed a pitcher sitting under a bush. She flew down, expecting to have a drink at last.

When Crow looked inside the pitcher, she saw water at the bottom. She stuck her beak down to drink, but the neck of the pitcher was too narrow for her beak to reach the water.

Crow looked into the pitcher again and had an idea. She hopped away from the bush and picked up a small rock. Then she hopped back and dropped the rock into the pitcher. She kept dropping more rocks in, and little by little, the water rose. Crow was very thirsty, so she kept going. Finally, the water rose high enough for Crow to reach it. She hopped and squawked with joy. Then she enjoyed a long drink.

GO ON 



## Reading Comprehension Test

Unit Test

COPY READY

- 7** What is Crow's goal in this story?
- Ⓐ to find more rocks
  - Ⓑ to rest in the shade
  - Ⓒ to get a drink of water
  - Ⓓ to fly away from the desert
- 8** When Crow first sees the pitcher, she views it with —
- Ⓐ worry.
  - Ⓑ care.
  - Ⓒ pride.
  - Ⓓ hope.
- 9** What does Crow do to reach her goal?
- Ⓐ She opens her beak.
  - Ⓑ She flies over the desert.
  - Ⓒ She drops rocks into the pitcher.
  - Ⓓ She notices a pitcher under a bush.
- 10** Which detail shows how Crow feels about the outcome?
- Ⓐ She is hot and tired.
  - Ⓑ She is very thirsty.
  - Ⓒ She is full of hope.
  - Ⓓ She enjoys a drink.

- 11** What do Crow's actions show about her? Give at least one detail or example to support your answer.

Score
_____/13

**DONE!**

# Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

1 What does long mean in this sentence?

We long to visit our cousin.

- (A) want
- (B) big length
- (C) has many pages

2 What does band mean in this sentence?

They band together to finish the job.

- (A) musicians
- (B) a rubber loop
- (C) form a group

3 What does bank mean in this sentence?

Flowers grow on the river bank.

- (A) a lot of fog
- (B) land next to water
- (C) a place to save money

4 What does pool mean in this sentence?

Kay and Chris pool their money to buy a gift.

- (A) a game
- (B) add together
- (C) a place to swim

COPY READY

GO ON 

**Vocabulary Test****Unit Test**

- 5** Which of these shows words in order on a scale from least cold to most cold?
- Ⓐ frosty, frozen, cool
  - Ⓑ cool, frozen, frosty
  - Ⓒ frozen, frosty, cool
  - Ⓓ cool, frosty, frozen

- 6** Jot, print, and scribble can be placed in a category of words about ways to \_\_\_\_\_.
- Ⓐ write
  - Ⓑ paint
  - Ⓒ think
  - Ⓓ study

**Directions:** Choose the answer that completes the sentence correctly.

- 7** The United States is on the \_\_\_\_\_ of North America.
- Ⓐ strategy
  - Ⓑ journey
  - Ⓒ continent
  - Ⓓ challenge

- 8** My uncle bought me a \_\_\_\_\_ of the world. It sits on my desk.
- Ⓐ globe
  - Ⓑ direction
  - Ⓒ continent
  - Ⓓ destination

**GO ON** 

# Vocabulary Test

Unit Test

9 Use a ruler to get the \_\_\_\_\_ of the table.

- (A) goals
- (B) journeys
- (C) kilometers
- (D) measurements

10 I \_\_\_\_\_ there are 150 jelly beans in the jar.

- (A) explore
- (B) prepare
- (C) achieve
- (D) estimate

11 She will \_\_\_\_\_ interesting places on her trip.

- (A) perform
- (B) discover
- (C) express
- (D) warn

12 Terry ran every day to increase her \_\_\_\_\_ before the long race.

- (A) unit
- (B) meter
- (C) location
- (D) endurance

COPY READY

Score
_____/12

DONE!

# Writing, Revising, and Editing Test

Unit Test

**Directions:** Read the paragraph. Then answer the questions.

Next summer, Tyler and his father 1 hike the Oregon part of the Pacific Crest Trail. The trail goes from Canada to Mexico. Ever since Tyler 2 a little boy, he has dreamed of this hike. Last year, his father 3 that Tyler was still too young for the hike, but now his son seems ready. Tyler and his dad 4 a hike to remember!

**1** Choose the answer that goes in Blank 1.

- (A) going to
- (B) will going
- (C) are going to
- (D) were going to

**2** Choose the answer that goes in Blank 2.

- (A) going to
- (B) will be
- (C) been
- (D) was

**3** Choose the answer that goes in Blank 3.

- (A) worryd
- (B) worried
- (C) worryed
- (D) worryied

**4** Choose the answer that goes in Blank 4.

- (A) will have
- (B) are going
- (C) will having
- (D) going to have

GO ON



## Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

(1) This summer, I will going to read a book series called *The Contest*. (2) It tells about a team of young climbers who are climbing Mount Everest. (3) My older sister read the series last summer. (4) Then she borrowd an atlas from the school library. (5) She wanted to learn about Mount Everest. (6) She and I will going discuss the books when I am done reading them.

5 What is the correct way to write sentence 1?

- Ⓐ This summer, I am going to read a book series called *The Contest*.
- Ⓑ This summer, I will going to read a book series called *the Contest*.
- Ⓒ This summer when I will going to read a book series called *The Contest*.
- Ⓓ Correct as is

6 What is the correct way to write sentence 3?

- Ⓐ My more older sister read the series last summer.
- Ⓑ Mine older sister read the series last summer.
- Ⓒ My older sister readed the series last summer.
- Ⓓ Correct as is

GO ON 

**Writing, Revising, and Editing Test****Unit Test****COPY READY**

- 7** What is the correct way to write sentence 4?
- Ⓐ Then she borrowd a atlas from the school library.
  - Ⓑ Then she borrowd an atlas on the school library.
  - Ⓒ Then she borrowed an atlas from the school library.
  - Ⓓ Correct as is
- 8** What is the correct way to write sentence 6?
- Ⓐ Her and I will going discuss the books when I am done reading them.
  - Ⓑ She and I will discuss the books when I am done reading them.
  - Ⓒ She and I will going discuss the books when I am done reading it.
  - Ⓓ Correct as is

**GO ON** 






## Writing, Revising, and Editing Test

Unit Test

**9** Read the paragraph. There are six mistakes in grammar and usage, punctuation, spelling, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

**(1)** My uncle was a pilot for Global Airlines. **(2)** He taked passengers to many different countries. **(3)** The most interesting place he visitted was Egypt. **(4)** Egypt is a country in northern Africa. **(5)** He enjoied seeing camels and the historic pyramids. **(6)** He bringed me a necklace with my name in ancient Egyptian writing. **(7)** He will travels there again someday. **(8)** When he does, he going to let me come, too!

### Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

**10** Your school is having a Story Festival. Write a story about two animal characters who are lost in the forest. Tell how the characters find their way home. Your story should have at least three paragraphs.

Score
_____/8 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

Unit 8

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A8.43.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/19	_____/18	_____/19	_____/19
End-of-Week Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/19 ____%	_____/18 ____%	_____/19 ____%	_____/19 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A8.43.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Literature Text Structures CC.3.Rlit.10	1 2 3 4			7 9	_____/6
Characters CC.3.Rlit.3		1 4		11 (____/3)	_____/5
Point of View CC.3.Rlit.6, Rlit.3		2 3		8 10	_____/4
Main Idea CC.3.Rinf.2			1 2 3 4	1 4	_____/6
Informational Text Structures CC.3.Rinf.3				2 3 5 6	_____/4
<b>Total</b>	____/4 ____%	____/4 ____%	____/4 ____%	____/13 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Math Vocabulary CC.3.L.6	1 2 3 4 5 6			9	_____/7
Social Studies Vocabulary CC.3.L.6			1 2 3 4 5	7 8	_____/7
Academic Vocabulary CC.3.L.6	7 8 9 10 11		6 7 8 9 10	10 11 12	_____/13
Word Categories CC.3.L.5.c, L.6		1 2 3 4		5 6	_____/6
Homographs CC.3.Rfou.4.c				1 2 3 4	_____/4
<b>Total</b>	____/11 ____%	____/4 ____%	____/10 ____%	____/12 ____%	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

**Unit 8**

Writing, Revising, and Editing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Revising and Editing	Simple Verb Tenses CC.3.L.1.e, L.1.d, L.2, L.1.a, W.5	1 2 3 4	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5 6 7 8 9a 9b 9c 9d 9e 9f	_____/28
	<b>Subtotal</b>	_____/4	_____/6	_____/4	_____/14	
Weekly Writing Skills (Writing Prompts)	Support Opinions CC.3.W.1.b, W.1.c	_____/4				_____/4
	Introduce and Develop Characters CC.3.W.3.b, W.3.a		_____/4			_____/4
	Cite Sources CC.3.W.8			_____/4		_____/4
	Write a Conclusion CC.3.W.3.d, W.3.a				_____/4	_____/4
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/4	
<b>Total</b>		_____/8 ____%	_____/10 ____%	_____/8 ____%	_____/18 ____%	

Unit Test Writing Prompt—Traits CC.3.W.3.d, W.3.a	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
		_____/4	_____/4	_____/4	_____/4	_____/4	_____/4

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

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# Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Literature Text Structures CC.3.Rlit.10												
	Characters C.3.Rlit.3												
	Point of View CC.3.Rlit.6, Rlit.3												
	Main Idea CC.3.Rinf.2												
	Informational Text Structures CC.3.Rinf.3												
Writing, Revising, and Editing	Simple Verb Tenses CC.3.L.1.e, L.1.d, L.2, L.1.a, W.5												
	Writing in Response to Prompt CC.3.W.1.b, W.1.c, W.3.b, W.3.a, W.8, W.3.d												
Vocabulary	Math Vocabulary CC.3.L.6												
	Social Studies Vocabulary CC.3.L.6												
	Academic Vocabulary CC.3.L.6												
	Word Categories CC.3.L.5.c, L.6												
	Homographs CC.3.Rfou.4.c												

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

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# Writing Rubric

**COPY READY**

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> <li>The writing has a clear, focused message that keeps readers interested.</li> <li>Details are accurate and relevant, showing in-depth knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has a clear structure throughout that suits the writer's audience and purpose.</li> <li>All content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing sounds genuine and unique.</li> <li>The writer's tone is appropriate to the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to clearly convey the writer's message.</li> <li>Language used throughout is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>All the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way, significantly helping to convey the message.</li> <li>Visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>Most of the writing has a clear, focused message that keeps readers interested.</li> <li>Most details are accurate and relevant, showing reasonable knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing has a clear structure that suits the writer's audience and purpose.</li> <li>Most of the content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the writing sounds genuine and unique.</li> <li>The writer's tone is mostly appropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Many appropriate words were chosen to clearly convey the writer's message.</li> <li>Most language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, most of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Most of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the text is presented in an orderly way, generally helping to convey the message.</li> <li>Most visuals are appropriate for the purpose and audience, and effectively support meaning.</li> </ul>
2	<ul style="list-style-type: none"> <li>The writing has a fairly unclear and unfocused message, causing readers some confusion.</li> <li>Some details are relevant and accurate, showing minimum knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure that suits the writer's audience and purpose.</li> <li>Some content flows smoothly and logically.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the writing sounds genuine and unique.</li> <li>The writer's tone is somewhat inappropriate for the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate words were chosen to clearly convey the writer's message.</li> <li>Some language is appropriate for the audience and grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Some sentences are varied and effective and have appropriate transitions.</li> <li>When read aloud, some of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Some of the sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message.</li> <li>Some visuals are appropriate for the purpose and audience and support meaning.</li> </ul>
1	<ul style="list-style-type: none"> <li>The writing does not have a clear, focused message, causing readers confusion.</li> <li>Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not have a structure.</li> <li>The content does not flow smoothly or logically.</li> </ul>	<ul style="list-style-type: none"> <li>The writing does not sound genuine or unique.</li> <li>The writer's tone is not appropriate for the purpose or audience.</li> </ul>	<ul style="list-style-type: none"> <li>Few appropriate words were chosen to clearly convey the writer's message.</li> <li>Language is dull, vague, and inappropriate for the audience, losing the readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Few or none of the sentences are varied or effective or have appropriate transitions.</li> <li>When read aloud, the writing sounds unnatural.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing.</li> <li>Few sentences are complete.</li> </ul>	<ul style="list-style-type: none"> <li>The text is not presented in an orderly way, making it very difficult to track and comprehend the message.</li> <li>None of the visuals are appropriate for the purpose or audience, and do not support meaning.</li> </ul>

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Grade 3 Assessment

**A8.38**

Unit 8 | Getting There

# Research Rubric

Unit 8, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> <li>• Student paper strongly meets the requirements of the research assignment, including both written and visual aspects.</li> <li>• Citation listings are accurate and follow the formatting guidelines presented in class. Citations in text are relevant to the material in the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place.</li> <li>• Speaker communicates with both words and gestures how the person accomplished his/her difficult goal.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Student paper mostly meets the requirements of the research assignment, including several written and visual aspects.</li> <li>• Citation lists are formatted correctly, but may be missing some pertinent information. Citations in text are mostly relevant, but may include some extraneous citations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place most of the time.</li> <li>• Speaker communicates in a satisfactory way, using both words and gestures, how the person accomplished his/her difficult goal.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Student paper somewhat meets the requirements of the research assignment, including some written and visual aspects.</li> <li>• Citations are missing relevant information or are not formatted correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker speaks clearly and at an appropriate place some of the time.</li> <li>• Speaker does not communicate with words and gestures in a satisfactory way about how the person accomplished his/her difficult goal.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Student paper does not meet the requirements of the research assignment. It does not include both written and visual aspects.</li> <li>• Citations contain obvious errors or are missing. Citations in the text or resource list do not follow format.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker does not speak clearly or at an appropriate place.</li> <li>• Speaker struggles to communicate verbally and nonverbally about how the person accomplished his/her difficult goal.</li> </ul>

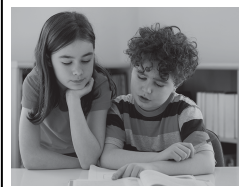
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# Unit Self-Assessment

Unit 8

COPY READY

**Directions:** Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
identify word categories and put words from a category on a scale.			
identify the correct meaning for a word using context clues.			
choose reading strategies to help me when I read.			
identify the main idea and important details.			
identify causes and effects.			
identify goals and outcomes.			
understand characters and identify their viewpoints.			
form and use the correct verb tense.			

Of all the texts you read for Getting There, which one was your favorite? \_\_\_\_\_

What did you like about it? \_\_\_\_\_



# Answer Keys and Rubrics

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Goal and Outcome	CC.3.Rlit.10
2	D	Goal and Outcome	CC.3.Rlit.10
3	C	Goal and Outcome	CC.3.Rlit.10
4	B	Goal and Outcome	CC.3.Rlit.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Characters	CC.3.Rlit.3
2	D	Characters' Viewpoints	CC.3.Rlit.6, Rlit.3
3	B	Characters' Viewpoints	CC.3.Rlit.6, Rlit.3
4	A	Characters	CC.3.Rlit.3
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.3.Rinf.2
2	D	Main Idea	CC.3.Rinf.2
3	D	Main Idea	CC.3.Rinf.2
4	A	Support for Main Idea	CC.3.Rinf.2
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.3.Rinf.2
2	A	Cause and Effect	CC.3.Rinf.3
3	A	Cause and Effect	CC.3.Rinf.3
4	C	Main Idea	CC.3.Rinf.2
5	A	Cause and Effect	CC.3.Rinf.3
6	B	Cause and Effect	CC.3.Rinf.3
7	C	Goal and Outcome	CC.3.Rlit.10
8	D	Characters' Viewpoints	CC.3.Rlit.6, Rlit.3
9	C	Goal and Outcome	CC.3.Rlit.10
10	D	Characters' Viewpoints	CC.3.Rlit.6, Rlit.3
11	Skill Rubric	Characters	CC.3.Rlit.3

Vocabulary					
Week 1 CC.3.L.6			Week 3 CC.3.L.6		
Item	Key	Word	Item	Key	Word
1	A	foot	1	C	globe
2	B	kilometers	2	A	continent
3	A	unit	3	C	destination
4	B	meter	4	B	journey
5	D	measurement	5	D	location
6	C	distance	6	A	challenge
7	B	estimate	7	B	explore
8	A	goal	8	C	endurance
9	C	direction	9	A	prepare
10	D	achieve	10	D	discover
11	D	strategy			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Word Categories	CC.3.L.5.c, L.6
2	A	Word Categories	CC.3.L.5.c, L.6
3	D	Word Categories	CC.3.L.5.c, L.6
4	B	Word Categories	CC.3.L.5.c, L.6
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Homographs	CC.3.Rfou.4.c
2	C	Homographs	CC.3.Rfou.4.c
3	B	Homographs	CC.3.Rfou.4.c
4	B	Homographs	CC.3.Rfou.4.c
5	D	Word Categories	CC.3.L.5.c, L.6
6	A	Word Categories	CC.3.L.5.c, L.6
7	C	Social Studies Vocabulary	CC.3.L.6
8	A	Social Studies Vocabulary	CC.3.L.6
9	D	Math Vocabulary	CC.3.L.6
10	D	Academic Vocabulary	CC.3.L.6
11	B	Academic Vocabulary	CC.3.L.6
12	D	Academic Vocabulary	CC.3.L.6

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# Answer Keys and Rubrics

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	D	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	1	C	Future-Tense Verbs	CC.3.L.1.e, L.1.d, L.1.a
2	B	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	2	D	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2
3	B	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	3	B	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2
4	C	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	4	A	Future-Tense Verbs	CC.3.L.1.e, L.1.d, L.1.a
Prompt (5)	Skill Rubric	Support Opinions	CC.3.W.1.b, W.1.c	5	A	Editing: Future-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
Week 2				6	D	Editing: Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
Item	Key	Item Descriptor	CCSS Code	7	C	Editing: Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
1	B	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	8	B	Editing: Future-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
2	C	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	9a	Editing Rubric	Editing Task: Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
3	D	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	9b	Editing Rubric	Editing Task: Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
4	A	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	9c	Editing Rubric	Editing Task: Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
5	C	Regular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	9d	Editing Rubric	Editing Task: Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
6	B	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2	9e	Editing Rubric	Editing Task: Future-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
Prompt (7)	Skill Rubric	Introduce and Develop Characters	CC.3.W.3.b, W.3.a	9f	Editing Rubric	Editing Task: Future-Tense Verbs	CC.3.L.1.e, L.1.d, W.5
Week 3				Prompt (10)	Skill Rubric, Writing Rubric	Write a Conclusion	CC.3.W.3.d, W.3.a
Item	Key	Item Descriptor	CCSS Code				
1	A	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2				
2	A	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2				
3	C	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2				
4	C	Irregular Past-Tense Verbs	CC.3.L.1.e, L.1.d, L.2				
Prompt (5)	Skill Rubric	Cite Sources	CC.3.W.8				

# Answer Keys and Rubrics

Writing, Revising, and Editing	
<b>Week 1 Skill Rubric</b> Item 5 (Prompt)   Support Opinions	
Student writes a movie or game review that includes	
4 points	clearly stated and strongly supported opinions.
3 points	generally stated and adequately supported opinions.
2 points	vaguely stated and somewhat supported opinions.
1 point	missing or minimally supported opinions.
<b>Week 2 Skill Rubric</b> Item 7 (Prompt)   Introduce and Develop Characters	
Student writes an introductory paragraph that	
4 points	vividly introduces and develops the characters.
3 points	adequately introduces and develops the characters.
2 points	vaguely introduces and provides limited development of the characters.
1 point	minimally introduces the characters.
<b>Week 3 Skill Rubric</b> Item 5 (Prompt)   Cite Sources	
Student writes a source citation containing	
4 points	all information needed for citing.
3 points	most information needed for citing.
2 points	some information needed for citing.
1 point	minimal information needed for citing.

Writing, Revising, and Editing	
<b>Unit Test Week 4 Skill Rubric</b> Item 10 (Prompt)   Write a Conclusion	
Student writes a story with	
4 points	an effective and satisfying conclusion.
3 points	an adequate conclusion.
2 points	a vague conclusion.
1 point	a minimal conclusion.
Use the Writing Rubric on page A8.38 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
<b>Unit Test Editing Task Rubric</b> Item 9   1 point correct per response	
9a	In sentence 2, change "taked" to "took"
9b	In sentence 3, change "visited" to "visited"
9c	In sentence 5, change "enjoied" to "enjoyed"
9d	In sentence 6, change "bringed" to "brought"
9e	In sentence 7, change "travels" to "travel"
9f	In sentence 8, change "he" to "he's" or add "is" before "going"
<b>Reading Comprehension</b>	
<b>Unit Test Rubric</b> Item 11   Characters	
3 points	Fully describes what the character's actions reveal about the character, and provides a supporting detail.
2 points	Provides a limited description of the character and/or does not provide a supporting detail.
1 point	Description is minimal and/or incorrect.

Scoring Note: Assign a score of zero for no response or an unscorable response.

## Conversion Charts: Points Earned to Percent Scored

4 points		8 points	
Points	1   2   3   4	Points	1   2   3   4   5   6   7   8
%	25   50   75   100	%	13   25   38   50   63   75   88   100

10 points	
Points	1   2   3   4   5   6   7   8   9   10
%	10   20   30   40   50   60   70   80   90   100

11 points	
Points	1   2   3   4   5   6   7   8   9   10   11
%	9   18   27   36   45   55   64   73   82   91   100

12 points	
Points	1   2   3   4   5   6   7   8   9   10   11   12
%	8   17   25   33   42   50   58   67   75   83   92   100

13 points	
Points	1   2   3   4   5   6   7   8   9   10   11   12   13
%	8   15   23   31   38   46   54   62   69   77   85   92   100

18 points	
Points	1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18
%	6   11   17   22   28   33   39   44   50   56   61   67   72   78   83   89   94   100

19 points	
Points	1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16   17   18   19
%	5   11   16   21   26   32   37   42   47   53   58   63   68   74   79   84   89   95   100

# Goal and Outcome

Reteach

## Review the Rules

Many fiction stories include a goal and an outcome.

- **To find out the goal, ask:** *What does the character want to do?*
- **Keep track of the events throughout the story.**
- **To find the outcome, ask:** *Was the character able to reach his or her goal?*

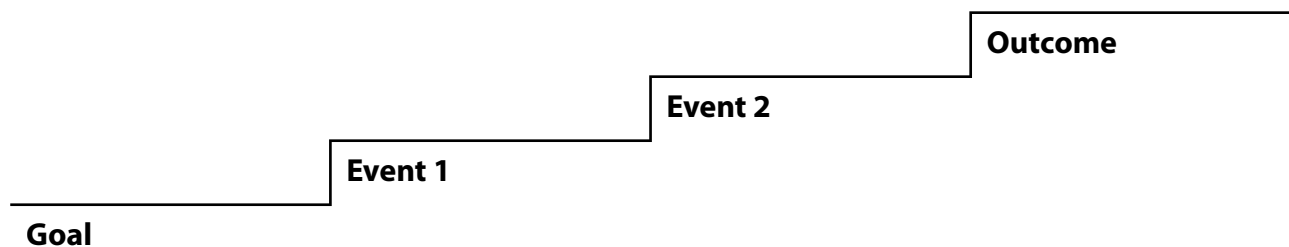
## Practice

Read “Volleyball Tryouts” and complete the Goal-and-Outcome Map.

### Volleyball Tryouts

Jillian wants to be a member of the volleyball team. She asks her father to help her practice in the back yard. Then Jillian studies the rules of the game. Finally, she goes to the volleyball tryouts. The next day, Jillian celebrates. She’s a member of the volleyball team!

### Goal-and-Outcome Map



## Apply

Tell a partner about the goal and outcome from one of your Small Group Reading books. Share the events that led to that outcome.

# Choose a Reading Strategy

Reteach

## Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the strategies you know
- the kind of text you are reading
- which strategy would work best for the text
- whether or not you need to change strategies.

Reading Strategies	
Plan and Monitor	Make Inferences
Make Connections	Determine Importance
Visualize	Synthesize
Ask Questions	

## Practice

Read "Animal Messages" and complete the sentences.

### Animal Messages

Night might seem quiet to people, but many animals aren't sleeping. Instead, they are sending hidden messages. Humans can't hear these sounds. Bats and some ground squirrels make noises. They can make high-pitched squeals or low whispers. These sounds give information to other bats and squirrels.

1. I don't understand \_\_\_\_\_.
2. I can \_\_\_\_\_.
3. That strategy helps me \_\_\_\_\_.

## Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. Explain why that strategy worked best.



# Writing Trait: Organization

Reteach

## Review the Rules

Well-organized writing is easy for readers to follow. When you respond to something you've read,

- first, give a summary of the text
- next, give your opinion about it
- then, support your opinion with details.

## Practice

Read the literary response. Circle the parts and sentences that are out of order. Draw an arrow to show where they should go.

### Bunnicula: A Rabbit-Tale of Mystery

by James and Deborah Howe

reviewed by Caroline Meiser

There they find a rabbit that they name Bunnicula. In this story, a family goes to see the vampire movie *Dracula*. At their home, the dog and cat discover that Bunnicula is a vampire bunny!

It has fangs and sucks the juice out of vegetables! If you need a good laugh, you have to read this book. It'll make you wonder what your own pets are thinking or saying to each other!

This is most unusual and funniest book I've ever read. For one thing, the dog tells the story. Harold describes everything, including his conversations with Chester the cat. When Chester sees a white tomato in the kitchen, his reaction makes me laugh out loud.

## Apply

Write a literary response for one of your Small Group Reading books. Let a partner read it to see if he or she can follow your ideas.

# Analyze Characters

Reteach

## Review the Rules

A character in a story has a reason, or motive, for acting a certain way. To figure out a character's motive, think about

- the character's words, thoughts, and feelings
- how the character responds to others.

## Practice

Read "Zeus and Prometheus." Circle what Zeus says and does. Underline what Prometheus says and does. Then explain each character's motive to a partner.

### Zeus and Prometheus

Zeus, the Greek god of the sky, had given humans many gifts. But during the winter, he let them suffer in their cold, dark caves. Prometheus challenged Zeus. "The humans need fire to stay warm. Why not give them fire?"

Zeus thundered, "If I give them fire, they will become too proud. They will forget to be obedient. Never mention fire to me again!"

But Prometheus felt sad for the humans. He held a reed against the fiery sun and carried the burning reed down to Earth. He taught the humans how to use this gift of fire.

Zeus was furious at Prometheus. So he chained Prometheus to a mountain for centuries until another brave hero released him.

1. What is Zeus's motive for not giving the humans fire?

---

---

2. What is Prometheus's motive for taking a burning reed to Earth?

---

---

## Apply

With a partner, compare two of the characters in one of your Small Group Reading books. Talk about their motives for doing what they do.

# Character's Viewpoints

Reteach

## Review the Rules

A **viewpoint** is the way someone thinks or feels about something.  
To find a character's viewpoint, look for what the character says and does.

## Practice

Read part of this play. Think about the dialogue, actions, and stage directions.  
Then tell about each character's viewpoint.

### Pig and Wolf

**Pig** (*painting his brick house the color of straw*): Wolf thinks he is so smart. Let's see what happens when he tries to blow this house down!

**Wolf** (*loudly as he creeps up to Pig's house*): In one puff, your house will fall, Pig. Yum, you will be so tasty!

**Pig** (*sticking his head out the window*): Go ahead and blow, you big, strong wolf.

**Wolf**: You're so little, Pig. You don't have a chance against a beast like me!  
(*huffing and puffing until he lays on the ground exhausted*)

**Pig** (*smiling*): Well, Mr. Wolf. Looks like you'll need to find your lunch somewhere else!

1. Pig thinks that Wolf is \_\_\_\_\_

Pig's viewpoint about the situation is that \_\_\_\_\_

2. Wolf thinks that Pig is \_\_\_\_\_

Wolf's viewpoint about the situation is that \_\_\_\_\_

## Apply

Talk with a partner about two or more of your Small Group Reading books.  
Describe the viewpoints of the characters.

COPY READY

# Choose a Reading Strategy

Reteach

## Review the Rules

You can choose a reading strategy to help you better understand a text. You can use more than one strategy. To choose the right one, think about

- the kind of text you are reading
- which strategy would work best for the text
- whether or not you need to change strategies.

Reading Strategies	
Plan and Monitor	Make Inferences
Make Connections	Determine Importance
Visualize	Synthesize
Ask Questions	

## Practice

Read "Martin Luther King, Jr." and complete the sentences.

### Martin Luther King, Jr.

Martin Luther King, Jr., won a Nobel Peace Prize. King protested discrimination. Many people were afraid of change, but King led peaceful protests for equal rights. One day, King gave a speech in Washington, D.C. In front of 200,000 people, King said, "I have a dream."

1. I don't understand \_\_\_\_\_ .
2. I can use the strategy of \_\_\_\_\_ .
3. I can also use the strategy of \_\_\_\_\_ .
4. These strategies help me understand that \_\_\_\_\_ .

## Apply

Tell a partner which strategy you used to read one of your Small Group Reading books. Explain why that strategy worked best.

# Writing Trait: Voice

Reteach

## Review the Rules

Writing that has a strong voice

- sounds natural
- has dialogue that sounds the way that person or character would talk.

## Practice

Read "The Lion and the Mouse." Rewrite the underlined sentences. Use words that match the author's voice.

### The Lion and the Mouse

One day, as Lion slept peacefully in the shade, a tiny mouse crawled across his mane. "Do I feel someone walking on my mane?" asked Lion sweetly. "I'm going to eat you for waking me up when I'm so tired."

"If I promise to repay you at some time in the future, will you let me go on my way?" Mouse asked. The Lion laughed and said, "How can you help me? I'm a big strong lion. You're just a tiny little mouse!" But he agreed to let the mouse go anyway.

A week later, Lion got tangled up in a hunter's net. As much as he tried, he couldn't get free. The mouse heard Lion's roars and rushed over. He gnawed at the ropes until Lion was free.

"I so appreciate the effort you made to come and help me, Mouse," said Lion. "I'm surprised at how such a tiny friend could be such a big help!"

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Apply

Write what Mouse might have said after Lion thanks him. Be sure to use words that match the author's voice. Share your writing with a partner.



# Main Idea and Details

Reteach

## Review the Rules

The main idea is the most important idea in a text. The details tell more about, or support, the main idea.

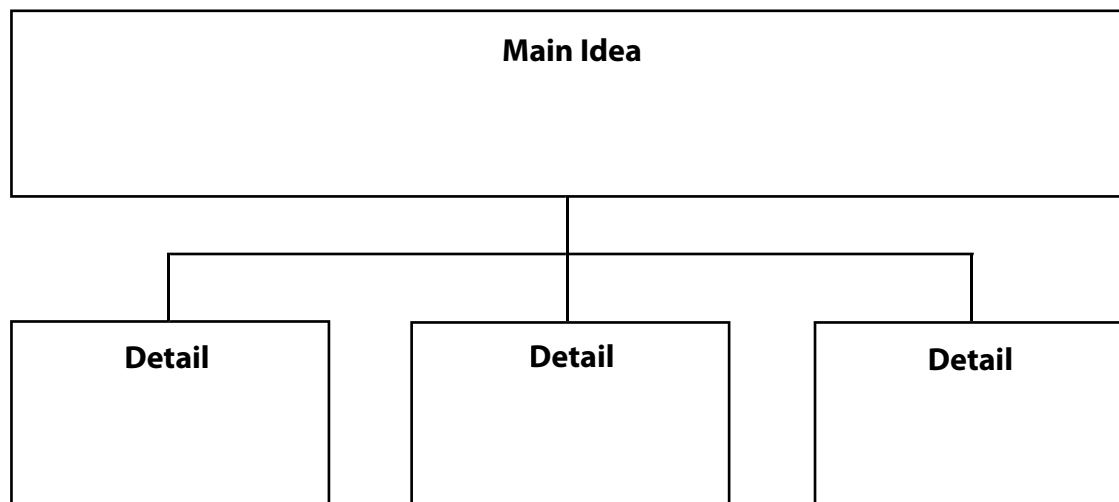
## Practice

Read "Treasures in the Attic." Then complete the diagram.

**Treasures in the Attic**

My sister and I discovered some amazing treasures in an attic. Last week, we had decided to help my grandparents clean out their attic. We had no idea that some of the family treasures we would find would make us rich!

We found some old photos of our town. We found boxes of rare stamps and old coins. In one box, my sister found an early 18th century coin. It is rare and very valuable! My grandfather let us keep it. In fact, he let us keep the whole box. We're going to buy a computer with the money we make!



## Apply

Tell a partner how an author in one of your Small Group Reading books uses details to explain the main idea.

COPY READY

# Use Reading Strategies

Reteach

## Review the Rules

Use reading strategies before, during, and after you read to help you understand the text.

Read "Endangered." Review the sample reading strategies next to the article.

COPY READY

**Endangered**

North America has many endangered animals. Animals are losing their homes. Wetlands, deserts, and forests are destroyed. This makes room for buildings, roads, and people. The animals have no place to live. Many are killed. Many go hungry. The animals and plants they eat die along with them.

I preview the text. The title tells me this article is about something that is endangered.

I know that many animals are endangered. I predict that this article is about endangered animals.

## Practice

Write how you can use another reading strategy to help you understand the passage.

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## Apply

Tell a partner about the reading strategies you used as you read one of your Small Group Reading books.

# Cause and Effect

Reteach

## Review the Rules

A cause is the reason something happens. The effect is what happens.

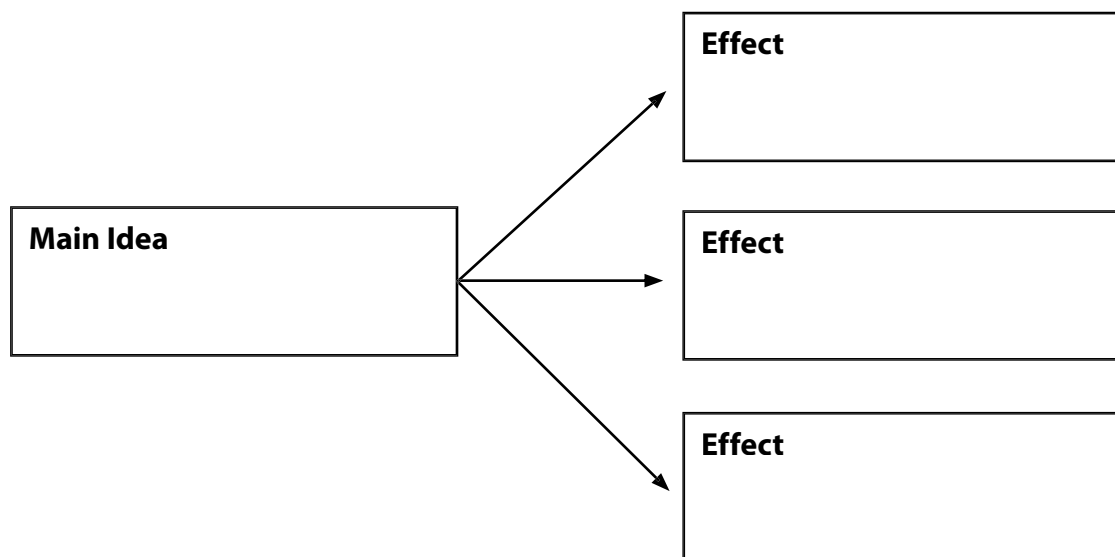
- A cause can have more than one effect. An effect can have more than one cause.
- Words such as *because, so, since, therefore, as a result, and due to* signal causes and effects.

## Practice

Read "Winds of a Hurricane." Circle any cause-and-effect words. Then complete the diagram.

**Winds of a Hurricane**

When you hear a hurricane warning, pay attention! During a hurricane, the winds can reach up to 155 miles per hour. As a result of that kind of pressure, the wind can topple and uproot trees. Since there is nothing to hold down loose debris, the winds blow the debris everywhere. Wood, metal, and branches become flying missiles, causing even more damage. Unless windows are covered in plywood, glass in buildings and homes will shatter or explode. No one wants to be a hurricane. If one is on the way, listen to the warning and go to a safe place until it's over.



## Apply

Tell a partner about some of the causes and effects you read in one of your Small Group Reading books.

# Use Reading Strategies

Reteach

## Review the Rules

When you read, you can use more than one reading strategy. Using more than one strategy can help you understand the text.

Read "It's Easy Being Green." Review the sample reading strategy.

COPY READY

### It's Easy Being Green

You may ask, "What can I do to save the planet? After all, I'm just a child." These are easy ways to help. You can turn off the water when not in use. You can turn off lights when you leave a room. You can limit your computer use. But you can do even more. Ask your parents to walk, not drive. Start a family garden. A lot of the food waste you throw away, such as eggshells and coffee grounds, is good for plants. Finally, many electronic stores recycle used computers and cell phones. These things can be used again in new products.

I read the first sentences. I think about the topic. This helps me find the main idea: How to save the planet.

I keep reading. I find details that support the main idea, such as "turn off lights".

## Practice

Write how you can use another reading strategy to help you understand the passage. Give an example of how you can use it.

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## Apply

Tell a partner about the reading strategies you used as you read one of your Small Group Reading books.

# Writing Trait: Ideas

Reteach

## Review the Rules

A story that has strong ideas

- begins by describing the main character, the setting, and the problem
- includes enough events and details to show how the character solves the problem.

## Practice

Read “The Band Competition.” Underline the main character and setting. Circle the problem. Draw a box around the solution.

### The Band Competition

Sam was in the garage getting ready for his band’s rehearsal. When the keyboarder arrived, he looked upset.

“What’s wrong, Antoine?” asked Sam.

“Well, Jaime is sick today. So now we don’t have a drummer. We’ll have to drop out of the competition.”

“Wait,” said Sam. “I use a drum machine when I practice by myself. Maybe that’ll work and we can still play tonight.”

After Sam programmed the drum machine, they played a few tunes. Then Antoine said, “Hey, that sounds like a real person. Maybe we have a chance to win the competition after all.”

Later that evening, Sam’s band performed with the drum machine and came in second. “Imagine what we can do next year with real drummer!” said Sam.

## Apply

Write about a problem you have had. How did you solve it? Share your writing with a partner. Ask if your writing has enough ideas to make it clear.

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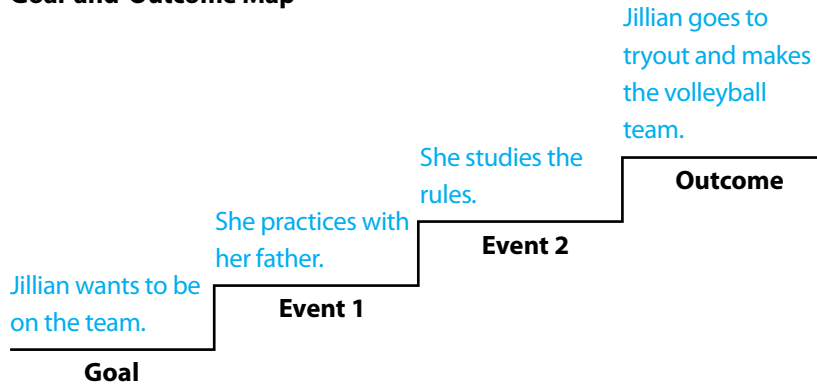
COPY READY



# Reteaching Masters Answer Key

## RT8.1 Goal and Outcome

### Goal-and-Outcome Map



## RT8.2 Choose a Reading Strategy

Possible responses:

1. I don't understand what sounds the bats and ground squirrels can make.
2. I can synthesize. I realize that the sounds I can't hear are like squeals and whispers I've heard before.
3. That strategy helps me imagine what the squeals and whispers might sound like.

## RT8.3 Writing Trait: Organization

**Bunnicula: A Rabbit-Tale of Mystery**  
by James and Deborah Howe  
reviewed by Caroline Meiser

There they find a rabbit that they name Bunnicula. In this story, a family goes to see the vampire movie Dracula. At their home, the dog and cat discover that Bunnicula is a vampire bunny!

It has fangs and sucks the juice out of vegetables! If you need a good laugh, you have to read this book. It'll make you wonder what your own pets are thinking or saying to each other!

This is most unusual and funniest book I've ever read. For one thing, the dog tells the story. Harold describes everything, including his conversations with Chester the cat. When Chester sees a white tomato in the kitchen, his reaction makes me laugh out loud.

## RT8.4 Analyze Characters

### Zeus and Prometheus

Zeus, the Greek god of the sky, had given humans many gifts. But during the winter, he let them suffer in their cold, dark caves. Prometheus challenged Zeus. "The humans need fire to stay warm. Why not give them fire?"

Zeus thundered. "If I give them fire, they will become too proud. They will forget to be obedient. Never mention fire to me again!"

But Prometheus felt sad for the humans. So, he held a reed against the fiery sun and carried the burning reed down to Earth. He taught the humans how to use this gift of fire.

Zeus was furious at Prometheus. So he chained Prometheus to a mountain for centuries until another brave hero released him.

1. Zeus felt that the humans would become proud and not obey him anymore.
2. Prometheus felt sorry for the humans. He brought them fire so they could stay warm.

## RT8.5 Characters' Viewpoints

Possible responses:

1. Pig thinks that Wolf is easily fooled, stupid, and ugly.  
Pig's viewpoint about the situation is that Wolf may be bigger and stronger, but he isn't very smart.
2. Wolf thinks that Pig is too little to protect himself.  
Wolf's viewpoint about the situation is that Pig is no match for him. He'll easily blow the house down and have something tasty for lunch.

## RT8.6 Choose a Reading Strategy

Possible responses:

1. what the main idea is
2. making inferences
3. synthesize
4. King won the Nobel Peace Prize because he led peaceful protests.

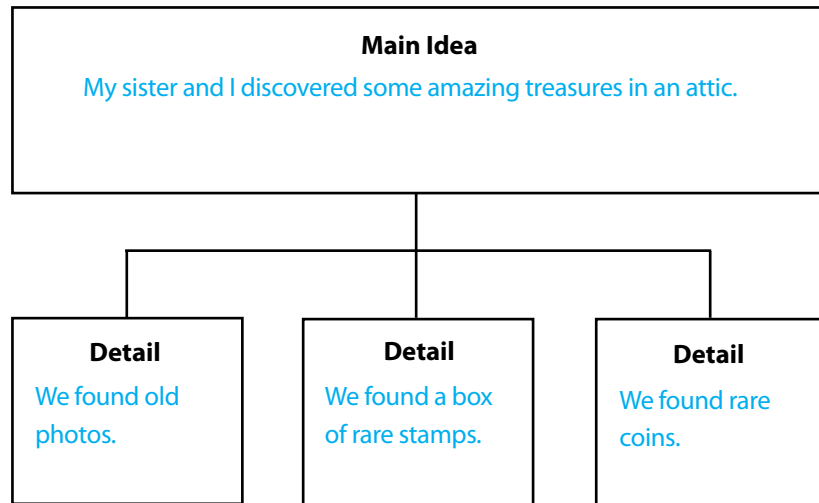
## RT8.7 Writing Trait: Voice

Possible answers:

1. "Who's there?" roared Lion.
2. "If I do a favor for you later, will you let me go?"
3. "Thank you for your help, Mouse." Lion said gratefully.

# Reteaching Masters Answer Key, continued

## RT8.8 Main Idea and Details



## RT8.9 Use Reading Strategies

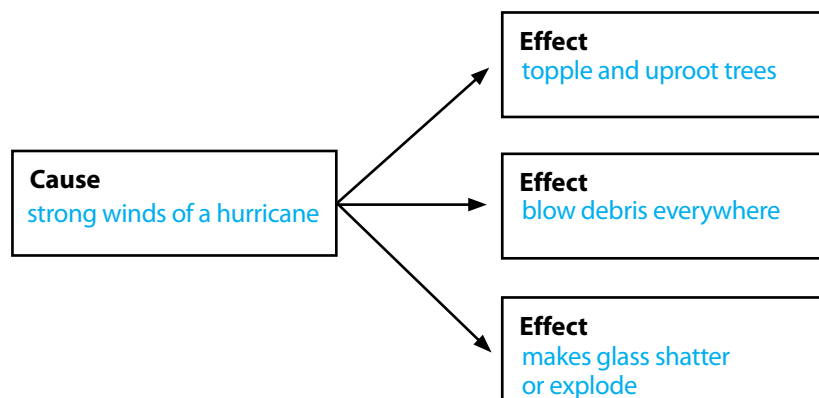
Possible response:

I can ask a question: How are these animals killed?

## RT8.10 Cause and Effect

**Winds of a Hurricane**

When you hear a hurricane warning, pay attention! During a hurricane, the winds can reach up to 155 miles per hour. As a result of that kind of pressure, the wind can topple and uproot trees. Since there is nothing to hold down loose debris, the winds blow the debris everywhere. Wood, metal, and branches become flying missiles, causing even more damage. Unless windows are covered in plywood, glass in buildings and homes will shatter or explode. No one wants to be a hurricane. If one is on the way, listen to the warning and go to a safe place until it's over.



## RT8.11 Use Reading Strategies

Possible response:

I can infer. I know that driving a car uses a lot of gas. We can keep from using too much gas by walking.

## RT8.12 Writing Trait: Ideas

**The Band Competition**

Sam was in the garage getting ready for his band's rehearsal. When the keyboarder arrived, he looked upset.

"What's wrong, Antoine?" asked Sam.

"Well, Jaime is sick today. So now we don't have a drummer. We'll have to drop out of the competition."

"Wait," said Sam. "I use a drum machine when I practice by myself. Maybe that'll work and we can still play tonight."

After Sam programmed the drum machine, they played a few tunes. Then Antoine said, "Hey, that sounds like a real person. Maybe we have a chance to win the competition after all."

Later that evening, Sam's band performed with the drum machine and came in second. "Imagine what we can do next year with real drummer!" said Sam.

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# Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
<b>K</b>	A	A-2		A-2	<b>K</b>
	B	3		3	
	C			4	
<b>1</b>	D	4	200L-400L	5	<b>1</b>
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
<b>2</b>		16	200L-400L		<b>2</b>
	K				
	L-M	18-28	300L-500L	18-20	
<b>3</b>	N-P	30-38	500L-700L	22-24	<b>3</b>
<b>4</b>	Q-R	40	650L-850L	26	<b>4</b>
<b>5</b>	S-U	44	750L-950L	28	<b>5</b>
<b>6</b>	V-W	50	850L-1000L		<b>6</b>

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

# Grade 3 Unit 8 Cumulative Key Word List

accomplish (v)	<b>distance (n)</b>	main idea	river (n)
<b>achieve (v)</b>	diversity (n)	market (n)	rock (n)
action (n)	drought (n)	<b>measurement (n)</b>	root (n)
advertisement (n)	duty (n)	melt (v)	sand (n)
agriculture (n)	earthquake (n)	<b>meter (n)</b>	scarce (adj)
alter (v)	ecosystem (n)	method (n)	scene (n)
alternative (n)	effect (n)	mixture (n)	seed (n)
amount (n)	<b>endurance (n)</b>	money (n)	seller (n)
area (n)	environment (n)	<b>motive (n)</b>	sense (v)
artist (n)	erupt (v)	music (n)	sequence (n)
balance (n)	<b>estimate (v)</b>	narrator (n)	shore (n)
behavior (n)	event (n)	nature (n)	signal (n)
benefit (n)	evidence (n)	need (v)	soil (n)
blossom (n)	<b>explore (v)</b>	negative (adj)	solid (adj)
buyer (n)	express (v)	neighborhood (n)	solution (n)
carve (v)	farmer (n)	occur (v)	sprout (n)
category (n)	feelings (n)	ocean (n)	stanza (n)
cause (n)	<b>feet (n)</b>	offer (v)	state (n)
<b>challenge (n)</b>	field (n)	opinion (n)	storyteller (n)
character (n)	firm (adj)	order (n)	<b>strategy (n)</b>
characteristic (n)	flow (v)	organism (n)	style (n)
city (n)	food chain	<b>outcome (n)</b>	substance (n)
clarify (v)	force (n)	paraphrase (v)	summarize (v)
classify (v)	form (n)	pay (v)	supply (n)
combine (v)	freeze (v)	perform (v)	surface (n)
communicate (v)	future (n)	plate (n)	sustain (v)
compare (v)	generalization (n)	plenty (n)	tale (n)
comparison (n)	generation (n)	plot (n)	temperature (n)
competition (n)	gift (n)	plow (v)	theme (n)
composition (n)	<b>globe (n)</b>	point of view	thermometer (n)
conclusion (n)	<b>goal (n)</b>	popular (adj)	tradition (n)
conditions (n)	ground (n)	positive (adj)	trap (v)
connection (n)	growth (n)	power (n)	tsunami (n)
conservation (n)	harvest (v)	prediction (n)	understand (v)
<b>continent (n)</b>	heritage (n)	<b>prepare (v)</b>	unique (adj)
contrast (v)	identify (v)	preservation (n)	<b>unit (n)</b>
control (v)	impact (n)	pressure (n)	value (v)
cooperation (n)	improve (v)	preview (v)	vary (v)
core (n)	increase (v)	problem (n)	vine (n)
create (v)	individual (n)	process (n)	visualize (v)
crop (n)	inference (n)	produce (v)	volcano (n)
cycle (n)	interact (v)	protect (v)	volunteer (n)
decrease (v)	island (n)	purpose (n)	want (v)
depend (v)	<b>journey (n)</b>	rainforest (n)	warn (v)
desert (n)	<b>kilometer (n)</b>	react (v)	water (n)
<b>destination (n)</b>	kindness (n)	receive (v)	wave (n)
details (n)	lava (n)	region (n)	weed (n)
determine (v)	learn (v)	represent (v)	wetland (n)
develop (v)	level (n)	rescue (v)	wood (n)
difference (n)	liquid (adj)	resources (n)	
<b>direction (n)</b>	<b>location (n)</b>	reward (n)	
<b>discover (v)</b>	magma (n)	rhythm (n)	

Words from Unit 8 appear in red type. For additional content words and story words, please see the Small Group Reading section.



# Anthology Handbook



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## Strategies for Learning Language

These strategies can help you learn to use and understand the English language.

**1 Listen actively and try out language.**

What to Do	Examples
Repeat what you hear.	<p><b>You hear:</b> Way to go, Joe! Fantastic catch!</p> <p><b>You say:</b> Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i> Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p><b>You hear:</b> "When did you know that something was missing?"</p> <p><b>You say:</b> "I knew that something was missing when I got to class."</p>

**2 Ask for help.**

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p><b>You say:</b> "Wait! Could you say that again more slowly, please?"</p> <p><b>Other options:</b> "Does 'violet' mean 'purple'?" "Is 'enormous' another way to say 'big'?"</p>

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**3 Use gestures and body language, and watch for them.**

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

**4 Think about what you are learning.**

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> <li>• I can start a question with "is," "can," or "do". Do you have my math book?</li> <li>• I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. Where did you put my math book?</li> </ul>

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## Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

### Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

### On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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### Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
<b>Definition</b> Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous <b>refers to something that causes harm or injury.</b>
<b>Restatement</b> Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, <b>or result in injuries to climbers.</b>
<b>Synonym</b> Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. <b>Also dangerous</b> are very high altitudes that make it hard to breathe.
<b>Antonym</b> Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, <b>but</b> special gear keeps the climbers <b>safe.</b>
<b>Examples</b> Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. <b>For example</b> , they carry <b>extra food, equipment for heavy snowfall, and first-aid kits.</b>

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## Vocabulary Strategies, *continued*

### Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

### Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
  - key = button
  - + board = flat surface
  - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



**laptop** means "small portable computer," not "the top of your lap"

### Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange  
The prefix *re-* means "again." The word *arrange* means "to put in order."  
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

### Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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### Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er  
**verb**  
The word *teach* means "to give lessons." The suffix *-er* means "one who."  
A **teacher** is "a person who gives lessons."  
**noun**
2. Put the meanings of the word parts together.

### Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

### Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**  
inter + rupt + ion  
**prefix** **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**  
inter + rupt + ion = interruption  
**break** **a break in activity**

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## Vocabulary Strategies, *continued*

### Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

#### Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert <b>as sluggishly as a snail</b> .	Cory and a snail	They both move very slowly.
His skin was <b>like sheets of sandpaper</b> .	skin and sandpaper	They are both rough and very dry.

#### Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The <b>sun's rays were a thousand bee stings</b> on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only <b>companion was thirst</b> .	friend and thirst	His thirst was always there with him.

#### Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The <b>angry sun</b> kept punishing him.	sun	has feelings
A <b>cactus reached out</b> to him.	cactus	is able to be friendly

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### Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

#### What you say:

If the topic is Mars, I'm **all ears**.



#### What you mean:

If the topic is Mars, I'll **listen very carefully**.

#### Break a leg!

Rachel had to **eat her words**.

#### Good luck!

Rachel had to **say she was wrong**.

#### Give me a break!

**Hang on**.

#### That's ridiculous!

**Wait**.

I'm **in a jam**.

I'm **in trouble**.

The joke was so funny, Lisa **laughed her head off**.



The joke was so funny, Lisa **laughed very hard**.

Juan was **steamed** when I lost his video game.

Juan was **very angry** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **veg out**.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **24-seven**.

Rob and Zak are together **all the time**.

**You can say that again**.

**I totally agree with you**.

**Zip your lips!**



**Be quiet!**

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## Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

### Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

### Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

### Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

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### Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

### Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on.
- **other texts** you've read by the same author, about the same topic, or in the same genre.

### Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know
- Combine what you read with what you know to figure out what the author means.

### Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

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## Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

### Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

#### RAFT Chart

**Role:** scientist  
**Audience:** my teacher and classmates  
**Form:** report  
**Topic:** honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 567–571 to find information that answers your questions. Take notes.



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## Use Information Resources

### Books

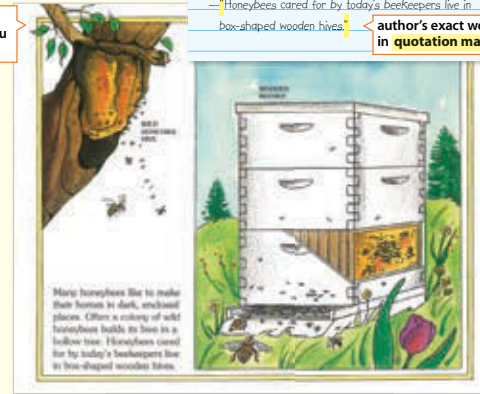


A book is a good source of information

#### Notecard

Where do honeybees live? **research question**  
 The Honey Makers, by Gail Gibbons, page 6 **name of source**  
 —Many honeybees live in dark places like hollow trees **notes in your own words**  
 —Honeybees cared for by today's beekeepers live in box-shaped wooden hives **author's exact words in quotation marks**

Read the pages to find information you need. Take notes.



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## Writing and Research, *continued*

### Encyclopedias

Each encyclopedia volume has facts about different topics.



1. Look up your topic in the correct encyclopedia **volume** or on the **CD-ROM**.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

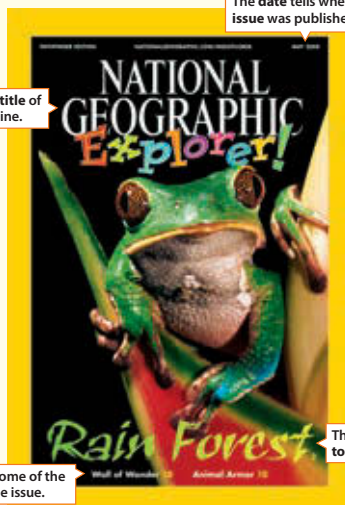
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### Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

### ... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



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## Writing and Research, *continued*

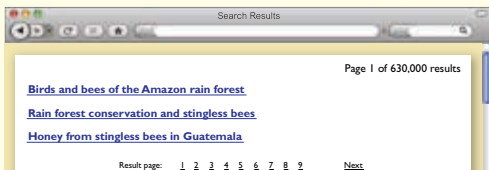
### Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

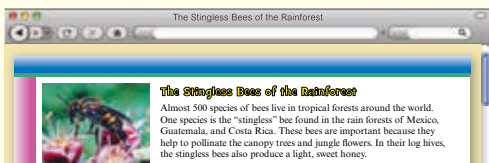
1. Go to a search page. Type in your key words. Click Search.



2. Read the list of Web sites, or pages, that have your key words. The underlined words are links to the Web sites.



3. Click on a link to go directly to the site, or Web page. Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.

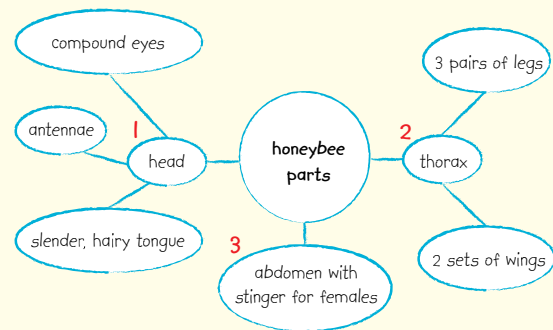


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4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

### Cluster



### Outline

- The Helpful, Sweet Honeybee
- I. Important insects
    - A. help pollinate plants
      1. flowers and trees
      2. fruits
    - B. turn nectar into honey
  - II. Honeybee homes
    - A. around the world
    - B. hives



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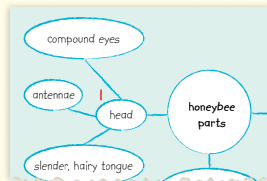
## Writing and Research, *continued*

### Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

### Cluster

Turn your main idea into a topic sentence. Then add the details.



### Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

### Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

- The Helpful, Sweet Honeybee
- I. Important insects
    - A. help pollinate plants
      1. flowers and trees
      2. fruits

### Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

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### Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

In the wild, honeybee scouts look for places to make hives ~~and nests~~. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from ~~harmful animals~~. A hive needs to hold thousands of bees and all they gather.

The best bee's nest will also face south so it stays warm.

### Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

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## Writing and Research, *continued*

### Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
  - capital letters in proper nouns
  - apostrophes and quotation marks
  - subject-verb agreement
  - pronouns
  - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae,

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check Spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

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### Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
  - import photographs or illustrations
  - insert computer clip art
  - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
  - E-mail it to a friend or family member.
  - Send it to your favorite magazine or publication.
  - Turn it into a chapter for a group book about the topic.
  - Make a video clip of you reading it to add to a group presentation.



#### A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



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## Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

### Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
<b>4</b>	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
<b>3</b>	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
<b>2</b>	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
<b>1</b>	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

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### Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
<b>4</b>	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
<b>3</b>	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
<b>2</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
<b>1</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

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## Writing Traits, *continued*

### Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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### Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



### Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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## Grammar, Usage, Mechanics, and Spelling

### Sentences

A sentence expresses a complete thought.

#### Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.  
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

#### Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

**Do** you have a size 10?  
**Answer:** Yes  
**Are** these shirts on sale?  
**Answer:** No

Other questions ask for more information. They start with words such as **Who, What, Where, When, and Why**.

**What** colors do you have?  
**Answer:** We have red and blue.  
**Where** can I try this on?  
**Answer:** You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!  
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

**Please** bring me a size 10.  
**Don't open** the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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### Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.  
I **can't** find the right size.

### Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.  
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.  
The other store has nicer shirts.

### Subjects

All the words that tell about a subject is the **complete subject**.

My younger **sister** loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger **sister** loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.  
My **mom or** my **dad** always comes with me.

### Predicates

All the words in the predicate is the **complete predicate**.

The stores **open** today at **nine**.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores **open** today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.  
Sometimes we **see** a movie **or** just talk with our friends.

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**Sentences** *(continued)*

**Compound Sentences**

When you join two sentences together you can make a compound sentence.

Use a comma and the conjunction <b>and</b> to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, <b>and</b> I go with them.
Use a comma and the conjunction <b>but</b> to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, <b>but</b> I ride my bike.
Use a comma and the conjunction <b>or</b> to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, <b>or</b> you can ride with Dad.

**Complex Sentences**

When you join independent and dependent clauses, you can make a complex sentence.

An <b>independent clause</b> expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A <b>dependent clause</b> does not express a complete thought. It is not a sentence.	before it gets busy
To make a <b>complex sentence</b> , join an <b>independent clause</b> with one or more <b>dependent clauses</b> . If the dependent clause comes first, put a <b>comma</b> after it.	<b>Before it gets busy,</b> Mom and her friends walk around the mall for exercise.



**Nouns**

Nouns name people, animals, places, or things.

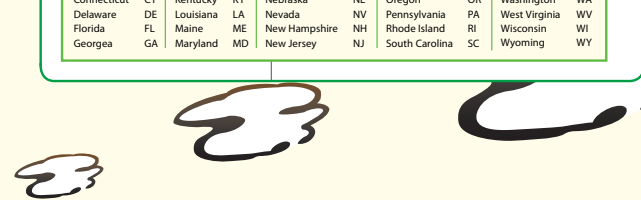
**Common Nouns and Proper Nouns**

There are two kinds of nouns.

A <b>common noun</b> names any person, animal, place, or thing of a certain type.	I know that <b>girl</b> . She rides a <b>horse</b> . I sometimes see her at the <b>park</b> . She walks her <b>dog</b> there.
A <b>proper noun</b> names a particular person, animal, place, or thing.	I know <b>Marissa</b> . I sometimes see her at <b>Hilltop Park</b> . She walks her dog <b>Chase</b> there. Her family is from <b>Dallas, Texas</b> . They live on <b>Crockett Lane</b> .

**Abbreviations for State Names in Mailing Addresses**

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



**Nouns** *(continued)*

**Singular and Plural Count Nouns**

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add <b>-s</b> to most singular count nouns to form the plural count noun.	bicycle → bicycles club → clubs	
Add <b>-es</b> to count nouns that end in <b>x, ch, sh, ss, z,</b> and sometimes <b>o</b> .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes	
For count nouns that end in a consonant plus <b>y</b> , change the <b>y</b> to <b>i</b> and then add <b>-es</b> . For nouns that end in a vowel plus <b>y</b> , just add <b>-s</b> .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days	
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children	



**Noncount Nouns**

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

<b>Weather Words</b>	fog heat lightning thunder rain <b>YES:</b> Thunder and lightning scare my dog. <b>NO:</b> Thunders and lightnings scare my dog.
<b>Food Words</b> Some food items can be counted by using a measurement word such as <b>cup, slice, glass,</b> or <b>head</b> plus the word <b>of</b> . To show the plural form, make the measurement word plural.	bread corn milk rice soup <b>YES:</b> I'm thirsty for <b>milk</b> . I want <b>two glasses of milk</b> . <b>NO:</b> I'm thirsty for milks. I want milks.
<b>Ideas and Feelings</b>	fun help honesty luck work <b>YES:</b> I need <b>help</b> to finish my homework. <b>NO:</b> I need helps to finish my homework.
<b>Category Nouns</b>	clothing equipment mail money time <b>YES:</b> My football <b>equipment</b> is in the car. <b>NO:</b> My football equipments is in the car.
<b>Materials</b>	air gold paper water wood <b>YES:</b> Is the <b>water</b> in this river clean? <b>NO:</b> Is the waters in this river clean?
<b>Activities and Sports</b>	baseball dancing golf singing soccer <b>YES:</b> I played <b>soccer</b> three times this week. <b>NO:</b> I played soccers three times this week.

## Grammar, Usage, Mechanics, and Spelling *continued*

### Nouns *(continued)*

#### Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

**Some jokes** are funny.  
Do you have a **favorite joke**?  
I have **an uncle** who knows a lot of jokes.  
It is **an event** when my uncle comes to visit.  
He lives about **an hour** away from us.

He drives in **a** snow, **a** fog, or **a** ice to get here.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Uncle Raul is **the** uncle I told you about.  
**The** jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.  
He used to live in **Brazil**.

He speaks **English** and **Spanish**.

Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.

Sometimes he'll play **soccer** with me.

Then we go to **Sal's Café** to eat.

He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

**This** book has a lot of photographs.

**Those** books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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### Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.  
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.  
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?  
The **men's** scores are the highest.



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## Grammar, Usage, Mechanics, and Spelling *continued*

### Pronouns

A pronoun takes the place of a noun or refers to a noun.

#### Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.  
**She** will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.  
**He** added the pictures to the report.

Use **it** for a thing.

The report is almost done.  
**It** will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more other people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.  
**They** will record each presentation.

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### Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

**Julia** is a good speaker.  
**She** tells the class about Mars.

**The photos** show the surface of Mars.  
**They** are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

### Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."

Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.  
The class asked **them** about Mars.

Jack put **the report** online.

Jack put **it** online.

Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

### Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

Use **ours** to show that you and one or more people own something.

Use **yours** to show that something belongs to one or more people you are talking to.

I wrote a report about the sun.

The report about the sun is **mine**.

**Meg, Bob, and I** drew diagrams.

The diagrams are **ours**.

Have you seen my report, Matt?

Yes, that report is **yours**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.  
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

**Ross and Clare** made posters.  
The posters are **theirs**.

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**Adjectives**

An adjective describes, or tells about, a noun.

**How Adjectives Work**

Usually, an **adjective** comes before the noun it tells about.  
But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell,* and *taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.  
The shoppers are **happy**.

**Adjectives** describe

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket.  
Another basket has **crunchy** cucumbers.  
The pineapples are **sweet** and **juicy**.



Some **adjectives** tell "how many" or "in what order."

The sellers have **two** baskets of beans.

The **first** basket is near the limes.

If you can count what you see, use:		If you can't count what you see, use:	
many	several	much	not much
a lot of	only a few	a lot of	only a little
few	not any	a little	not any
some	no	some	no

When you don't know the exact number of things, use the adjectives in the chart.

When there's a **lot of** sun, the sellers sit in the shade.

Possessive adjectives tell who owns something.

I pick out some oranges.  
**My** oranges are in the bag.  
That basket is **Ryan's**.  
**His** basket is full of apples.  
**The sellers'** chairs are in the shade.  
**Their** chairs are under umbrellas.

**Adjectives That Compare**

**Adjectives can help you make a comparison, or show how things are alike or different.**

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple.  
The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large **er** nice **er**  
larger nicer  
largest nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty **er** crazy **er**  
prettier crazier  
prettiest craziest

- If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big **g** sad **d**  
bigger sadder  
biggest saddest

A few adjectives have special forms for comparing things.

good better best  
bad worse worst  
little less least

For adjectives with three or more syllables, do not use **-er** or **-est** to compare. Use **more**, **most**, **less**, or **least**.

**YES:** Of all the fruit, the guavas are the **most colorful**.  
**NO:** Of all the fruit, the guavas are the colorfulst.  
**YES:** The oranges are **more delicious** than the pears.  
**NO:** The oranges are deliciouser than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do not use both.

The oranges are the **most** juiciest of all the fruits.

**Verbs**

**Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.**

**Action Verbs**

An **action verb** tells what someone or something does.

The children **ride** bikes.  
They **wear** helmets for safety.  
They **pedal** as fast as they can.

**The Verbs *Have* and *Be***

The verb **to have** tells what the subject of a sentence has.

I **have** a bicycle.  
It **has** twelve gears.  
My friend Pedro **has** a bicycle, too.  
Sometimes we **have** races.

Forms of the Verb <i>have</i>
have
has
had

The verb **to be** does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).

I **am** a fan of bicycle races.  
Pedro **is** excited about our next race.

Forms of the Verb <i>be</i>	
am	was
are	were
is	

**Linking Verbs**

A few other verbs work like the verb **to be**. They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are **look, seem, feel, smell,** and **taste**.

My bicycle **looks** fantastic!  
Pedro and I **feel** ready for the race.



**Helping Verbs**

A **helping verb** works together with an action verb. A helping verb comes before a **main verb**. Some helping verbs have special meanings.

Pedro and I **are racing** today.

- Use **can** to tell that someone is able to do something.
- Use **could, may,** or **might** to tell that something is possible.
- Use **must** to tell that somebody has to do something.
- Use **should** to give an opinion or advice.

We **will do** our best.  
We **can work** as a team.  
We **may reach** the finish line first.  
We **must pedal** hard to win!  
You **should practice** more.

**Contractions with Verbs**

You can put a subject and verb together to make a **contraction**. In a contraction, an apostrophe (') shows where one or more letters have been left out.

**They are** riding fast.  
**They're** riding fast.  
**They're** riding fast.

You can make a contraction with the verbs **am, are,** and **is**.

Contractions with <i>Be</i>			
I	+ am	=	I'm
you	+ are	=	you're
we	+ are	=	we're
she	+ is	=	she's
where	+ is	=	where's
what	+ is	=	what's

You can make a contraction with the helping verbs **have, has,** and **will**.

Contractions with <i>Have</i> and <i>Will</i>			
I	+ have	=	I've
you	+ have	=	you've
they	+ have	=	they've
he	+ has	=	he's
I	+ will	=	I'll
it	+ will	=	it'll

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>			
do	+ not	=	don't
did	+ not	=	didn't
are	+ not	=	aren't
was	+ not	=	wasn't
have	+ not	=	haven't
has	+ not	=	hasn't
could	+ not	=	couldn't
should	+ not	=	shouldn't

The contraction of the verb **can** plus **not** has a special spelling.

can + not = can't



## Grammar, Usage, Mechanics, and Spelling *continued*

### Verbs, (continued)

#### Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.
- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.  
Then he **takes** his bike out of the garage.  
Pedro and I **love** to ride our bikes on weekends.

**Pedro checks** the tires on his bike.  
**He finds** a flat tire!

Pedro **fixes** the tire.  
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.  
We **coast** down the driveway on our bikes.

We **are pedaling** faster.  
I **am passing** Pedro!  
He **is following** right behind me.



#### Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.  
The bikers **arrived** from all different countries.  
They **raced** for several hours.

People **grabbed** their cameras.  
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.  
I **stayed** close to the TV.

**Irregular verbs** do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.  
He **broke** the speed record!

#### Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



## Grammar, Usage, Mechanics, and Spelling *continued*

### Verbs, (continued)

#### Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

She **will remove** all the dirt.

She **is going to remove** all the dirt.  
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.  
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.  
Pedro **is not** going to believe it.  
Her bike **will not** be a mess any longer.



### Adverbs

An adverb tells more about a verb, an adjective, or another adverb.

#### How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)  
He **will travel downtown** on the bus. (where)  
He **will arrive** at school **soon**. (when)  
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.  
He plays **very well**.

Some **adverbs** compare actions. Add **-er, -est** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.  
Josh runs **faster** than his best friend.  
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best  
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps ~~more~~ higher than I do.  
He is ~~more~~ better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch ~~good~~ at all.  
I do not catch **well** at all.

**Prepositions**

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

**Prepositions**

Some prepositions tell **where** something is.

above	beside	in front of	in back of	between
over	next to	in front of	in back of	between
under	by			
below	near			
beneath				

Some prepositions show **direction**.

up	down	through	across	around	into
----	------	---------	--------	--------	------

Some prepositions tell **when something happens**.

before lunch	in 2003	on September 16
during lunch	in September	at four o'clock
after lunch	in the afternoon	from noon to 3:30


Other prepositions have many uses.

about	among	for	to
against	at	from	with
along	except	of	without

**Prepositional Phrases**

A **prepositional phrase** starts with a **preposition** and ends with a **noun** or a **pronoun**. Use prepositional phrases to add information or details to your writing.

**At our school**, we did many activities **for Earth Day**.  
We picked up the trash **along the fence**.  
Then we planted some flowers **next to it**.



**Capital Letters**

A word that begins with a capital letter is special in some way.

**How to Use Capital Letters**

A word that begins with a capital letter is special in some way.

Use a **capital letter** at the beginning of a sentence.  
**O**ur class is taking an exciting field trip. **W**e are going to an airplane museum.

Always use a capital letter for the pronoun **I**.  
My friends and **I** can't wait!

Use a capital letter for a person's  
• first and last name  
• initials  
• title  
**Matt J. Kelly and Matt Ross** will ride with **Dr. Bye, Magdalena** and I are going with **Mrs. Liu**.

Use a capital letter for the names of  
• the days of the week and their abbreviations  
• the twelve months of the year and their abbreviations

Days of the Week	Months of the Year
<b>S</b> unday	<b>S</b> un.
<b>M</b> onday	<b>M</b> on.
<b>T</b> uesday	<b>T</b> ue.
<b>W</b> ednesday	<b>W</b> ed.
<b>T</b> hursday	<b>T</b> hurs.
<b>F</b> riday	<b>F</b> ri.
<b>S</b> aturday	<b>S</b> at.
	<b>J</b> anuary
	<b>F</b> ebruary
	<b>M</b> arch
	<b>A</b> pril
	<b>M</b> ay
	<b>J</b> une
	<b>J</b> uly
	<b>A</b> ugust
	<b>S</b> eptember
	<b>O</b> ctober
	<b>N</b> ovember
	<b>D</b> ecember

**These months are not abbreviated.**

Use a capital letter for each important word in the names of special days and holidays.  
That will be after **C**hristmas, **K**wanzaa, and **N**ew **Y**ear's **D**ay.  
**E**arth **D**ay **F**ourth of **J**uly **H**anukkah  
**T**hanksgiving

**Capital Letters, (continued)**

**More Ways to Use Capital Letters**

Use a capital letter for each important word in the names of  
• public places, buildings, and organizations  
• streets, cities, and states  
• landforms and bodies of water, continents, and planets and stars

The **W**ilson **A**irplane **M**useum is in the **V**eterans **M**emorial **H**all. It's in the middle of **V**eterans **P**ark, right next to the **P**iney **W**oods **Z**oo.

The museum is on **F**light **A**venue. It is the biggest airplane museum in **F**lorida. It's the biggest in the whole **U**nited **S**tates!







Landforms and Bodies of Water	Continents	Planets and Stars
<b>R</b> ocky <b>M</b> ountains	<b>A</b> frica	<b>E</b> arth
<b>S</b> ahara <b>D</b> esert	<b>A</b> ntarctica	<b>M</b> ars
<b>G</b> rand <b>C</b> anyon	<b>A</b> sia	the <b>B</b> ig <b>D</b> ipper
<b>P</b> acific <b>O</b> cean	<b>A</b> ustralia	the <b>M</b> ilky <b>W</b> ay
<b>C</b> olorado <b>R</b> iver	<b>E</b> urope	
<b>L</b> ake <b>E</b> rie	<b>N</b> orth <b>A</b> merica	
	<b>S</b> outh <b>A</b> merica	

Use a capital letter for the names of countries and adjectives formed from the names of countries.  
My friend Magdalena is **C**hilean.  
She says they don't have a museum like that in **C**hile.

Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.  
We are reading **F**irst **F**light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it "**V**anished from the **S**ky." What a great title!

**Punctuation Marks**

Punctuation marks make words and sentences easier to understand.

					
period	question mark	exclamation point	comma	quotation marks	apostrophe


**Period**

Use a **period** at the end of a statement or a command.  
I don't know if I should get a dog or a cat.  
Please help me decide.

Also use a **period** when you write a decimal, or to separate dollars from cents.  
I saw a cute little dog last week.  
It only weighed 1.3 pounds.  
But it costs \$349.99!

Use a **period** after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.

The salesperson gave me this business card:



**Question Mark**

Use a **question mark**  
• at the end of a question  
• after a question that comes at the end of a statement.  
Do you want to go to the pet store with me?  
You can go right now, can't you?

**Exclamation Point**

Use an **exclamation point** at the end of a sentence to show strong feelings.  
I'm glad you decided to come!  
This is going to be fun!

## Grammar, Usage, Mechanics, and Spelling *continued*

### Punctuation, *(continued)*

#### Commas

Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.  
Should I get a dog, a cat, or a parrot?  
I came to the store last week, and the salesperson showed me some dogs.  
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!  
Well, I'd better choose something.  
The salesperson said, "This little dog wants to go with you."  
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?  
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue  
New York, NY 10033  
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,  
Becca

#### Quotation Marks

Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.  
"You just have to decide if you want to big dog or a little one."

#### Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.  
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

**Let's** go back to the pet store.  
**I'll** look some more for the best pet for me.

## Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

### Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

Symbols for Long Vowel Sounds	Miscellaneous Symbols
ā cake	shun fraction $\frac{1}{2}$
ē key	chun question $?$
ī bike	zhun division $\div$
ō goat	
yū mule	

### Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

#### benefit

(be-nu-fit) *noun*

A **benefit** is something that is helpful.



One **benefit** of rain is that it helps the flowers grow.

**part of speech**

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

## accomplish ▶ amount

### accomplish

(u-kom-plish) *verb*  
To **accomplish** means to finish something that you want to do.



What did she **accomplish**?

### achieve

(u-chev) *verb*  
To **achieve** means to get something that you work for.



She worked hard to **achieve** her wish of winning first place.

### action

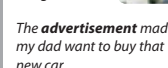
(ak-shun) *noun*  
An **action** is something that you do.



Their **actions** made the park a clean place to play.

### advertisement

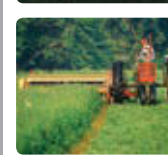
(ad-vur-tiz-munt) *noun*  
**Advertisements** can be photos, pictures, or even short movies that give information and try to make people buy things.



The **advertisement** made my dad want to buy that new car.

### agriculture

(a-gri-kul-chur) *noun*  
The work of growing crops and raising animals for people to eat is called **agriculture**.



Many people who live outside of cities and towns work in **agriculture**.

### alter

(awl-tur) *verb*  
When you **alter** something, you change it.



She **alters** the dress to make it shorter.

### alternative

(awl-tur-nu-tiv) *noun*  
An **alternative** is another choice.



An apple is a healthy **alternative** to candy.

### amount

(u-mownt) *noun*  
The **amount** of something is how much of it there is.



Three hundred jelly beans is a large **amount** of candy.

## area ▶ buyer

### area

(air-ē-u) *noun*  
An **area** is a part of a place.



A classroom can have an **area** for reading.

### artist

(ar-tist) *noun*  
An **artist** is someone who is skilled at drawing, painting, making things, or performing.



This **artist** paints what she sees outdoors.

### balance

(ba-luns) *noun*  
When things are in **balance**, they are even.



The two sides of the scale are in **balance**.

### behavior

(bi-hā-vyur) *noun*  
**Behavior** is what a person or animal does.



Squirrels store nuts for the winter. It's part of their **behavior**.

### benefit

(be-nu-fit) *noun*  
A **benefit** is something that is helpful.



One **benefit** of rain is that it helps the flowers grow.

### blossom

(blah-sum) *noun*  
A **blossom** is the flower of a seed plant.



This **blossom** comes from an apple tree.

### buyer

(bi-ur) *noun*  
A **buyer** is someone who gets something by paying money for it.



He wants a **buyer** for his flowers.

## carve ▶ composition

### carve

(karv) *verb*  
To **carve** is to make something by cutting.



Dad **carves** the pumpkin while I watch.

### challenge

(cha-lun) *noun*  
A **challenge** is something that is hard to do.



It is a **challenge** to climb up a rope.

### characteristic

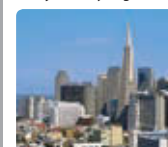
(kair-ik-tu-ris-tik) *noun*  
A **characteristic** is how something looks or what something does.



A **characteristic** of this plant is white flowers.

### city

(si-tē) *noun*  
A **city** is a very large town.



San Francisco is a large **city** in California.

### combine

(kum-bin) *verb*  
When you **combine** things, you mix them together.



What foods does she **combine**?

### communicate

(ku-myū-ni-kāt) *verb*  
When you **communicate**, you share words or feelings.



She **communicates** with a friend.

### competition

(kom-pu-ti-shun) *noun*  
A **competition** is a contest or struggle between two or more people or animals.



These pelicans are in **competition** for food.

### composition

(kom-pu-zi-shun) *noun*  
**Composition** is what things are made of.




The **composition** of mud is dirt and water.



**conditions** ▶ **crop**

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**z**

**conditions**  
(kun-di-shunz) *noun*  
When **conditions** are right, good things happen.



Clear skies and wind are good **conditions** for sailing.

**control**  
(kun-tröl) *verb*  
To **control** means to make a person or thing do what you want.




The boys **control** where the car goes.

**create**  
(kre-ät) *verb*  
To **create** means to make something new.




She **creates** a picture.

**conservation**  
(kon-sur-vä-shun) *noun*  
**Conservation** means the opposite of waste.



**Conservation** of water is important.

**cooperation**  
(kō-ah-pu-rä-shun) *noun*  
**Cooperation** is when people work together.



It takes **cooperation** to row the boat quickly.

**continent**  
(kon-tu-nunt) *noun*  
A **continent** is one of the major divisions of land on Earth.



Africa is one of seven **continents**.

**core**  
(kor) *noun*  
The **core** is the middle of something.



An apple **core** is the center part of an apple.

**crop**  
(krop) *noun*  
A **crop** is a large amount of plants a farmer grows, usually for food.



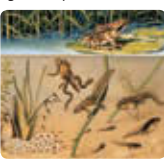
This farm had a very large orange **crop** this year.

608

**cycle** ▶ **difference**

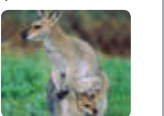
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**cycle**  
(si-kuil) *noun*  
A **cycle** is a set of events that happen over and over again in a pattern.




This diagram shows the life **cycle** of a frog.

**depend**  
(di-pend) *verb*  
To **depend** means to need something or someone for support.




A baby **depends** on its mother.

**develop**  
(di-vel-up) *verb*  
When something **develops**, it grows over time.




The small plant will **develop** into a large tree.

**desert**  
(de-zurt) *noun*  
A **desert** is a hot, dry area where few plants grow.




The **desert** gets very little rain.

**decrease**  
(di-kres) *verb*  
When something **decreases** it becomes smaller in number, amount or in size.




The amount **decreases** after each slice is taken away.

**destination**  
(des-tu-nä-shun) *noun*  
A **destination** is the place you are traveling to.



They look for their **destination** on a map.

**difference**  
(di-fu-rnts) *noun*  
To make a **difference** is to make something better.




They are making a **difference**. They are cleaning oil off the bird's body.

609

**direction** ▶ **ecosystem**


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**direction**  
(du-rek-shun) *noun*  
When you move toward something, you move in that **direction**.




The arrow shows the **direction** of the road.

**discover**  
(dis-ku-vur) *verb*  
When you **discover** something, you find it.




She **discovers** an insect on this plant.

**distance**  
(dis-tunts) *noun*  
The **distance** is the amount of space between two places.




The **distance** between A and B is two inches.

**diversity**  
(du-vur-su-tē) *noun*  
**Diversity** means a lot of different people or things.




Our school has a great **diversity** of people.

**drought**  
(drowt) *noun*  
A **drought** is a long time of very dry weather.




The river is dry because of a **drought**.

**duty**  
(dü-tē) *noun*  
When you do your **duty**, you do what you are supposed to do.




The boy is doing his **duty** by throwing away his trash.

**earthquake**  
(urth-kwäk) *noun*  
An **earthquake** is a sudden violent shaking of Earth that may cause damage.




An **earthquake** damaged this building.

**ecosystem**  
(ē-kō-sis-tum) *noun*  
An **ecosystem** is a group of animals and plants, the place they live in, and how they act together.



This alligator is part of this wetland's **ecosystem**.

**erupt**  
(i-rupt) *verb*  
When a volcano **erupts**, it throws out smoke, rocks, hot ashes, and lava.




It is dangerous to be nearby when a volcano **erupts**!

610

**endurance** ▶ **feet**

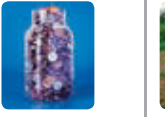
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**endurance**  
(in-dur-uns) *noun*  
When you have **endurance**, you keep doing something.




A long race takes **endurance**.

**estimate**  
(es-tu-mät) *verb*  
When you make a guess about something, you **estimate**.




Can you **estimate** how many coins are in the jar?

**environment**  
(in-vi-run-munt) *noun*  
Your **environment** is the kind of place where you live.




This is a hot, dry **environment**.

**erupt**  
(i-rupt) *verb*  
When a volcano **erupts**, it throws out smoke, rocks, hot ashes, and lava.




It is dangerous to be nearby when a volcano **erupts**!

**explore**  
(ik-splor) *verb*  
To **explore** means to go somewhere to learn about people or things.




He **explores** a new area.

**express**  
(ik-spres) *verb*  
To **express** a thought or an emotion is to say or show it.




She **expresses** her love for her dog.

**farmer**  
(far-mur) *noun*  
A **farmer** is someone who grows crops or raises animals.




The **farmer** picks carrots from the field.

**feelings**  
(fē-lingz) *noun*  
**Feelings** are how you experience something.



Happiness and surprise are kinds of **feelings**.

**feet**  
(fēt) *noun*  
**Feet** are units of length. One foot is twelve inches long.



He is almost four **feet** tall.


611



**field** ➤ **freeze**


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**field** (fi:ld) *noun*  
A **field** is an open space of land, which is sometimes used to plant crops.




This is a **field** of lettuce.

**flow** (fləʊ) *verb*  
To **flow** means to move along smoothly.




The ice cream **flows** from the machine into the cone.

**force** (fɔ:rs) *noun*  
**Force** means power or strength.




The **force** of the wind bends this tree.

**food chain** (fu:d tʃeɪn) *noun*  
A **food chain** is a series of animals and plants in which each one feeds on the one below it.




In some **fields**, farm animals eat grass.




Which fish in the cartoon stands for the "shark" in an ocean **food chain**?

**form** (fɜ:m) *adjective*  
Something that is **firm** is hard.



You can skate on ice because it is **firm**.


**firm** (fɜ:m) *adjective*  
Something that is **firm** is hard.



Steam is one **form** of water.

**form** (fɜ:m) *noun*  
A **form** is a distinct state of matter.

**freeze** (fri:z) *verb*  
To **freeze** is to become solid or icy at a very low temperature.




We **freeze** water to make ice cubes for iced tea.

612

**future** ➤ **heritage**

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**future** (fyū-ʧʊr) *noun*  
The **future** is what will happen tomorrow or sometime after that.



My twelfth birthday is in the **future**.

**globe** (glɔ:b) *noun*  
A **globe** is a sphere with a map of the world on it.



We can locate different places on the **globe**.

**generation** (je-nu-rā-shun) *noun*  
A **generation** is made up of people born around the same year.



They are part of different **generations**.

**goal** (gɔ:l) *noun*  
A **goal** is something that you want to do.



His **goal** is to catch the ball.

**gift** (gɪft) *noun*  
A **gift** is something you give to someone.



An act of kindness can be a **gift**.

**ground** (graʊnd) *noun*  
**Ground**, or land, is the solid part of Earth's surface.




He plants flowers in the **ground**.

**growth** (grɔ:θ) *noun*  
The **growth** of something is how much bigger it gets.



The ruler shows the **growth** of the plant.

**harvest** (hɑ:vst) *verb*  
When you **harvest**, you are gathering the crops that are ripe or ready to be picked.



She **harvests** the ripe strawberries.

**heritage** (hair-u-tij) *noun*  
Your **heritage** is the traditions, ideas, and language of your ancestors.




People of our **heritage** celebrate Cinco de Mayo.

613

**identify** ➤ **journey**


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**identify** (i-den-tu-fi) *verb*  
When you **identify** something, you tell what it is.




She wants to **identify** a type of bird.

**increase** (in-kri:s) *verb*  
To **increase** means to grow in size or in number.




When our dog eats too much food, its weight **increases**.

**island** (i-lund) *noun*  
An **island** is a piece of land completely surrounded by water.




This **island** is in the Caribbean Sea.

**individual** (in-du-vi-ju-wul) *noun*  
An **individual** is one person.




This **individual** is reading on her own.

**impact** (im-pakt) *noun*  
What you do has an **impact** on things.




The children have a positive **impact** on the park.

**improve** (im-priv) *verb*  
To **improve** something means to make it better.




They **improve** the beach when they clean it.

**interact** (in-tur-akt) *verb*  
To **interact** means to act together.



The students **interact** with each other to do a science project.

**journey** (jur-nē) *noun*  
A **journey** is a long trip.




Horses pulled covered wagons in the long, hard **journey** west.

614

**kilometer** ➤ **magma**


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**kilometer** (ku-lah-mu-tur) *noun*  
A **kilometer** is a unit of measurement. Its length equals 1,000 meters.




The Golden Gate Bridge is about 1 **kilometer** long.

**learn** (lɜ:n) *verb*  
To **learn** means to find out how to do something.




You can **learn** to play music.

**kindness** (kind-nus) *noun*  
You show **kindness** when you are nice to someone.




Teddy shows **kindness** when he helps his mom.

**level** (le-vul) *noun*  
The **level** of something is how high or low it is.




The **level** of milk is one half cup.

**lava** (lah-vu) *noun*  
**Lava** is the hot, liquid rock that comes out of a volcano when it erupts.




The **lava** flows from the volcano's crater.

**liquid** (li-kwud) *adjective*  
Something that is **liquid** can be poured.



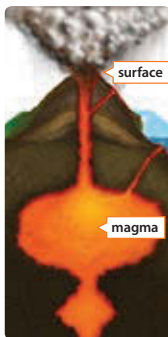
Milk is a **liquid** substance.

**location** (lō-kā-shun) *noun*  
A **location** is a place or a position.



This is a good **location** for looking at the clouds.

**magma** (mag-mu) *noun*  
**Magma** is melted rock found beneath Earth's surface.




**Magma** becomes lava when it flows out of a volcano.

615


**market** > nature

**market** (mār-kūt) *noun*  
A **market** is a place where people go to buy and sell food and other things.




You can buy fruits and vegetables at this **market**.

**meter** (mē-tūr) *noun*  
A **meter** is the basic unit of measurement in the metric system. It is equal to about three feet.




A **baseball bat** is about one **meter** long.

**money** (mū-nē) *noun*  
**Money** is the coins and paper bills people use for buying things.




This is enough **money** to buy a t-shirt.

**measurement** (mē-zhur-munt) *noun*  
**Measurement** is the process of finding out the size, weight, or amount of something.




This scale is for the **measurement** of body weight.

**melt** (melt) *verb*  
When something **melts**, it changes from a solid to a liquid.




Ice cream **melts** quickly.

**method** (mē-thud) *noun*  
A **method** is a way of doing something.




Is using your fingers to count a good **method**?

**music** (myū-zik) *noun*  
**Music** is a pleasing group of sounds.




She make **music** with this instrument.

**mixture** (miks-chur) *noun*  
A **mixture** is something made by combining different things together.



Add flour to this cake **mixture**.

**nature** (nā-chur) *noun*  
**Nature** means things like rivers, trees, and animals.




She likes to study **nature**.

616


**need** > perform

**need** (nēd) *verb*  
When you **need** something, you cannot live without it.




People **need** to drink water.

**negative** (nē-gu-tiv) *adjective*  
Something that is **negative** is bad.




Screaming at someone is a **negative** action.

**neighborhood** (nā-bur-hood) *noun*  
A **neighborhood** is the small area in a town around where a person lives.




Children like to play in the **neighborhood**.

**ocean** (ō-shun) *noun*  
The **ocean** is the large amount of salt water that covers most of Earth's surface.




The blue area on the globe shows the different **oceans**.

**offer** (aw-fur) *verb*  
An **offer** is saying you would like to help someone or give someone something.



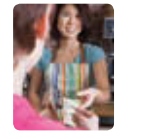
She **offers** food to her friends.

**organism** (or-gu-ni-zum) *noun*  
An **organism** is a living thing.




This leaf and insect are both **organisms**.

**pay** (pā) *verb*  
To **pay** is to give money for something.



He will **pay** her for the sandwich.

**perform** (pur-form) *verb*  
When you **perform**, you put on a show for a group of people.

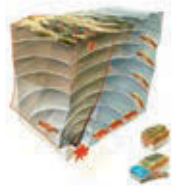


The girls **perform** on stage.

617


**plate** > prepare

**plate** (plāt) *noun*  
A **plate** is one of many sheets of rock that make up Earth's outer crust.




Moving **plates** can cause an earthquake.

**plow** (plow) *verb*  
To **plow** is to break up and turn over the soil in a field.




Mules help farmers **plow** the fields.

**popular** (pah-pyu-lur) *adjective*  
When many people like a place or a thing, it is **popular**.




This restaurant is **popular**.

**plenty** (plen-tē) *noun*  
When you have **plenty** of something, you have a lot of it.




The picture shows **plenty** of fruit.

**power** (pow-ur) *noun*  
If something has **power**, it is strong.




Strong waves have the **power** to destroy a building.

**prepare** (pri-pair) *verb*  
To **prepare** means to get ready for something.



She **prepares** for her trip.

**positive** (pah-zu-tiv) *adjective*  
Something that is **positive** is good for you.



Exercise is a **positive** activity.

618

**preservation** > purpose

**preservation** (pre-zur-vā-shun) *noun*  
**Preservation** is the act of keeping something safe for a long time.



The **preservation** of old documents is important.

**process** (prah-ses) *noun*  
When you follow a **process**, you do something step by step.



He follows a **process** to put the model together.

**pressure** (pre-shur) *noun*  
When one thing pushes against another, it makes **pressure**.



**Pressure** from the nutcracker causes the nuts to crack open.

**problem** (prah-blum) *noun*  
A **problem** is a difficult situation that needs to be figured out.



A broken toy is a **problem**.

**produce** (pru-dūs) *verb*  
To **produce** means to make something.



This factory **produces** cars.

**protect** (pru-tek) *verb*  
You **protect** something when you keep it safe.



Sharp spines **protect** the plant from animals.

**purpose** (pur-pus) *noun*  
A **purpose** is the reason for doing something.



What is the **purpose** of studying for a test?


619




**rainforest** ➤ **resources**

**R**

**rainforest**  
(rān-for-ust) *noun*  
A **rainforest** is a thick, tropical forest where a lot of rain falls.




**receive**  
(ri-sēv) *verb*  
To **receive** is to get something from someone.




*She received my package in the mail today.*

**rescue**  
(res-kyū) *verb*  
When you **rescue** someone, you save the person.




*A dog helps to rescue a skier.*

**region**  
(rē-jun) *noun*  
A **region** is an area.




*There are many regions in the United States.*

**represent**  
(re-pri-zent) *verb*  
To **represent** means to stand for.




*A heart represents love.*

**resources**  
(rē-sors-uz) *noun*  
**Resources** are things that you can use.



*A library has many resources.*

**react**  
(rē-akt) *verb*  
When things happen, you usually **react** to them.




*The child reacts to the snowball.*

**rainforests are home to lots of interesting wildlife.**




**There are many regions in the United States.**




**A fireman rescues a girl from a burning building.**


**This drummer keeps the rhythm of the song.**



**She is holding a rock.**




**Food is scarce in this store.**



620


**reward** ➤ **scarce**

**reward**  
(ri-word) *noun*  
A **reward** is a gift or prize for doing something well.




*He gives the dog a reward.*

**rhythm**  
(ri-thum) *noun*  
**Rhythm** is a regular, repeated beat in music, poetry, or dance.




*This drummer keeps the rhythm of the song.*

**river**  
(ri-vur) *noun*  
A **river** is a large, natural stream of water.




*This river runs through the land.*

**rock**  
(rok) *noun*  
A **rock** is a piece of stone.




*She is holding a rock.*

**root**  
(riit) *noun*  
A **root** is the part of a plant that grows under the soil.




*People eat the root of the carrot plant.*

**sand**  
(sand) *noun*  
**Sand** is very tiny pieces of rock that make up beaches and deserts.



*It is fun to play in the sand.*

**scarce**  
(skairs) *adjective*  
When something is **scarce**, it is hard to find or get.




*Food is scarce in this store.*

621


**seed** ➤ **solid**

**seed**  
(sēd) *noun*  
A **seed** is the small part of a plant from which a new plant can grow.




*This seed is beginning to grow.*

**seller**  
(se-lur) *noun*  
A **seller** is someone who has things people can buy.




*This seller has many hats that you can buy.*

**sense**  
(sens) *verb*  
When you **sense** something, you know it without being told.




*A cat can sense danger.*

**shore**  
(shor) *noun*  
The **shore** is the land at the edge of an ocean, a river, or a lake.



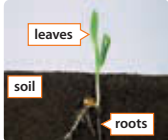
*Seashells wash up on the shore.*

**signal**  
(sig-nul) *noun*  
A **signal** is something that tells you what to do.




*The green light is a signal to walk.*

**soil**  
(soil) *noun*  
**Soil** is the dirt in which plants grow.




*The roots will grow in soil.*

**solid**  
(sah-lud) *adjective*  
Something that is **solid** is firm.



*The chair is solid. You can sit on it.*

**soil**  
(sah-lud) *adjective*  
Something that is **solid** is firm.




*The sidewalk is solid. You can stand on it.*


622

**solution** ➤ **substance**


**solution**  
(su-lū-shun) *noun*  
A **solution** is the answer to a problem.



*He is in a happy state.*




**strategy**  
(stra-tū-jē) *noun*  
A **strategy** is a plan for success.




*She has a strategy for winning.*

**state**  
(stāt) *noun*  
The **state** of a person or thing is the way it is at a certain time.




*She is in a sad state.*

**style**  
(stiil) *noun*  
**Style** is a way of doing something.




*He paints in a colorful style.*

**sprout**  
(sprowt) *noun*  
A **sprout** is a young plant or the new growth on a plant.




*These sprouts are growing out of the soil.*

**storyteller**  
(stor-ē-te-lur) *noun*  
A **storyteller** tells tales to entertain people.



*The children listen to the storyteller.*

**substance**  
(sub-stans) *noun*  
**Substance** is the material something is made of.




*Snow is a cold substance.*

623


**supply** ▶ **thermometer**

**supply** (sü-pli) *noun*  
A **supply** is the amount you have of something.




They have a large **supply** of canned peaches.

**surface** (sur-fus) *noun*  
The **surface** is the outside part of something.




The **surface** of this ball is bumpy.




The **surface** of this watermelon is smooth.

**sustain** (sü-stän) *verb*  
To **sustain** means to keep something or someone alive or in existence.



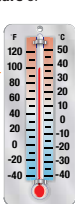
A mother bird brings food to **sustain** her chicks.

**tale** (täl) *noun*  
A **tale** is a story about things that are made up.




Children enjoy reading folk **tales**.

**temperature** (tem-pur-chur) *noun*  
The **temperature** of something is how hot or cold it is.




The **temperature** is hot.



The **temperature** outside is very cold.

**thermometer** (hur-mah-mu-tur) *noun*  
A **thermometer** is used to measure temperature.



The doctor uses a **thermometer** to check for a fever.

624

**tradition** ▶ **unit**

**tradition** (tru-di-shun) *noun*  
A **tradition** is something that people have done for a long time and continue to do.



**Traditions** are important to many families.

**trap** (trap) *verb*  
To **trap** something means to catch it and not let it go.



Spiders **trap** insects with webs.

**tsunami** (sü-nah-mē) *noun*  
A **tsunami** is a huge, dangerous, ocean wave. Underwater earthquakes cause tsunamis.



The **tsunami** crashes into buildings and floods the city.

**understand** (un-dur-stand) *verb*  
When you **understand** something, you know what it means.



Now he **understands** his homework.

**unique** (yü-nēk) *adjective*  
**Unique** things are different from other things.



The yellow flower is **unique**.



What is **unique** about this?

**unit** (yü-nut) *noun*  
A **unit** is an amount used in measuring or counting.




An inch is a **unit** of length.

625


**value** ▶ **warn**

**value** (val-yü) *verb*  
When you **value** something, you care about it.




The girl loves and **values** her dog.

**vary** (vair-ē) *verb*  
To **vary** something is to change it often.




I like to **vary** my lunches.

**vine** (vīn) *noun*  
A **vine** is a plant with a long stem that winds its way up trees or fences or runs along the ground.




The **vine** grows up the tree.

**volcano** (vol-kā-nō) *noun*  
A **volcano** is a mountain that can erupt. It has a large hole at the top called a crater. When a volcano erupts it shoots out hot lava, burning rocks, ash, and hot gases.




This **volcano** is erupting.

**volunteer** (vah-lun-tear) *noun*  
A **volunteer** is someone who wants to help or do a job without being paid for it.




This **volunteer** is helping to put away books.

**want** (wawnt) *verb*  
To **want** something is to hope or wish for it.



He **wants** to get a guitar like this one.

**warn** (warn) *verb*  
To **warn** people is to tell them that something bad may happen.




The crossing guard **warns** people to stop.

626

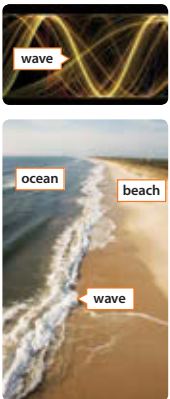
**water** ▶ **wood**

**water** (wah-tur) *noun*  
**Water** is a clear liquid that you can drink or use to wash with.




**Water** falls from the sky and fills oceans, lakes, and rivers.

**wave** (wāv) *noun*  
A **wave** is a vibration through the air or water.




The **wave** is crashing on the beach.

**weed** (wēd) *noun*  
A **weed** is a wild plant that grows where it is not wanted.




These dandelions are **weeds**.

**wetland** (wet-land) *noun*  
A **wetland** is a place where there is a lot of moisture or water in the soil.




Many plants grow in a **wetland**.

**wood** (wood) *noun*  
**Wood** is the hard material that tree trunks and branches are made of.



He is cutting the tree so people can use its **wood**.



This man is making a table from **wood**.

627



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# Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
<b>LITERATURE</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Integration of Knowledge and Ideas</b>						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
<b>INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
<b>Integration of Knowledge and Ideas</b>						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

**FOUNDATIONAL SKILLS**

**Print Concepts**

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

**Phonological Awareness**

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition</b>						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division ( <i>bas/ket, kit/ten</i> )		●	●			
VCCCV Syllable Division ( <i>hun/dred</i> )		●	●			
VCV Syllable Division ( <i>mu/sic, cab/in</i> )		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.



Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition, continued</b>						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
<b>Fluency</b>						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

## Writing

<b>Text Types and Purposes</b>						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

# Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Writing Skills</b>						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
<b>Production and Distribution of Writing</b>						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Production and Distribution of Writing, continued</b>						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
<b>Writing Traits</b>						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
<b>Research to Build and Present Knowledge</b>						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
<b>Range of Writing</b>						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

# Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
<b>Comprehension and Collaboration</b>						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
<b>Presentation of Knowledge and Ideas</b>						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

## Language

<b>Conventions of Standard English</b>						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●



# Scope and Sequence, continued

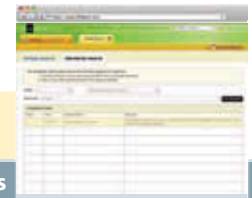
Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Knowledge of Language</b>						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

# Grade 3 Common Core Standards

## Reading

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
<b>Literature</b>			
<b>Key Ideas and Details</b>	<b>CC.3.Rlit.1</b>	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Unit 2:</b> T76, T80–81, T82–83, T84–85, T89, T90–91, T94, T98, T100, SG8, SG9; <b>Unit 4:</b> T237a; <b>Unit 7:</b> T452–453, T457, T458, T459, T460–461, T462, T464
	<b>CC.3.Rlit.2</b>	(2) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>Unit 1:</b> T12–13, T20, T22, SG8, SG9, SG14, SG15; <b>Unit 2:</b> SG8, SG9; <b>Unit 3:</b> T152–153, T154–155, T158, T162, T164a, SG8, SG9, SG14, SG15; <b>Unit 4:</b> T211a, T222, T227, T230, T232a, T235, T236, T261, T262–263, T264–265, T267a, T267d, SG8, SG9, SG14, SG15; <b>Unit 5:</b> SG8, SG9; <b>Unit 6:</b> T396a, T396b, T402, T403a, T405g, SG8, SG9, SG20, SG26, SG27; <b>Unit 7:</b> T430, T456, T462, T464a, SG8, SG9, SG20, SG21; <b>Unit 8:</b> T498, T506a, T508a, T508b, T512–513, T514–515, T517a, SG8, SG9, SG14, SG15
	<b>CC.3.Rlit.3</b>	(3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>Unit 1:</b> T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T25, T30, T33f, T33g, T33r, SG14, SG15; <b>Unit 2:</b> T80–81, T84–85, T89, T94a; <b>Unit 3:</b> T141i, T152–153, T154–155, T156, T162, T163; <b>Unit 4:</b> T220–221, T222, T223, T225, T227, T232a, T234a, T234b, T236, T237, T237a, T239a, T239b, T262–263, SG14, SG15; <b>Unit 5:</b> T276, T277a, T286–287, T288–289, T293, T294–295, T296, T298, T298a, SG8, SG9; <b>Unit 7:</b> T443o; <b>Unit 8:</b> T492–493, T496, T497, T499, T500, T502–503, T504, T506a, T508a, T508b, T509, T510–511, T512–513, T514–515, T519a, T519b, SG14, SG15
<b>Craft and Structure</b>	<b>CC.3.Rlit.4</b>	(4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>Unit 1:</b> T4, T5, T33a, T34, T35, SG14, SG15; <b>Unit 2:</b> T72, T73, T96a, T96b, T97, T98, T100, T101a, T103a, T103b, T103d, T104, T105; <b>Unit 3:</b> T144, T158, T165s, T166, T166c, T173c, T174, SG14, SG15; <b>Unit 4:</b> T210, T211, T240, T241; <b>Unit 5:</b> T276, T277, T308; <b>Unit 6:</b> T344, T350, T356, T374, T375; <b>Unit 7:</b> T415a, T420, T432, T440, T447, SG8, SG9, SG20, SG21; <b>Unit 8:</b> T484, T485, T494–495, T520, T521
	<b>CC.3.Rlit.5</b>	(5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>Unit 1:</b> T4, T20, T22, T26, T26a, T28a, T28b, T29, T30, T31a, T32, T33a, T33b, SG8, SG9; <b>Unit 2:</b> T84–85, T90–91, T103f, T103g; <b>Unit 3:</b> T154–155, T156, T159, T162, T164a, T166a, T166b, T167, T168–169, T170–171, T171a, T171b; <b>Unit 4:</b> T232a, T234a, T234b, T239a, T239b, SG14, SG15; <b>Unit 5:</b> T283, T284–285, T286–287, T293, T294–295, T296, T298, T298a, T333a; <b>Unit 6:</b> T364a, T397, T398–399, T400–401, T402, T403; <b>Unit 7:</b> T422–423, T424–425, T426–427, T431, T432, T434a, T443o, T445a, T446, T464a, T506a, T517a; <b>Unit 8:</b> T519f, T519g
	<b>CC.3.Rlit.6</b>	(6) Distinguish their own point of view from that of the narrator or those of the characters.	<b>Unit 1:</b> T29, T30; <b>Unit 3:</b> T162; <b>Unit 4:</b> T217, T226, T228–229, T235, T267a, T267b, T267f, T267g; <b>Unit 7:</b> T464; <b>Unit 8:</b> T519a, T519b, T519d
<b>Integration of Knowledge and Ideas</b>	<b>CC.3.Rlit.7</b>	(7) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Unit 2:</b> T97, T99; <b>Unit 6:</b> T352–353, T354–355, T359, T392, T396c, T405a, T405b, T405d; <b>Unit 7:</b> T426–427, T432, T450, T458, T463a; <b>Unit 8:</b> T500
	<b>CC.3.Rlit.9</b>	(9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>Unit 2:</b> T69j; <b>Unit 4:</b> T233j, T239a, T239b, T239f, T239g, T267g; <b>Unit 5:</b> T273j; <b>Unit 7:</b> T411j; <b>Unit 8:</b> T507i
<b>Range and Level of Complexity</b>	<b>CC.3.Rlit.10</b>	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>Unit 1:</b> T1i, T8, T11, T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T27j, T31a, T32, SG8, SG9, SG14, SG15; <b>Unit 2:</b> T69j, T73a, T79, T80–81, T82–83, T84–85, T89, T90–91, T95j, SG8, SG9; <b>Unit 3:</b> T141j, T145a, T146, T148, T149, T151, T152–153, T154–155, T156, T157, T158, T159, T160–161, T162, T163, T164, T164a, T167, T168–169, T170–171, T173r, SG8, SG9, SG14, SG15; <b>Unit 4:</b> T207j, T217, T218–219, T220–221, T222, T225, T226, T227, T228–229, T230, T231, T232a, T233j, T235, T236, T239a, T239b, T239r, T260a, T260b, T265a, SG8, SG9, SG14, SG15; <b>Unit 5:</b> T273j, T280, T281, SG8, SG9; <b>Unit 6:</b> T341j, T348, T373r, T400–401, T402, SG8, SG9, SG20, SG26, SG27; <b>Unit 7:</b> T411j, T443p, T445a, T452–453, T454–455, T457, T458, T459, T460–461, T462, T463; <b>Unit 8:</b> T481j, T485a, T488, T491, T492–493, T494–495, T496, T499, T500, T501, T502–503, T504, T505, T507j, T509, T510–511, T512–513, T514–515, SG8, SG9, SG14, SG15



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## Reading, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
<b>Informational Text</b>			
<b>Key Ideas and Details</b>	<b>CC.3.Rinf.1</b>	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Unit 2:</b> T108, T109, T112–113, T116–117, T122–123, T129, T130–131, SG20, SG21, SG26, SG27; <b>Unit 6:</b> SG16, SG17; <b>Unit 7:</b> T437, T438, T439, T440, T467, T468, T469, T470; <b>Unit 8:</b> SG10, SG11, SG16, SG17
	<b>CC.3.Rinf.2</b>	(2) Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Unit 1:</b> T27j, T58–59, SG4, SG5, SG10, SG11, SG20, SG21, SG26, SG27; <b>Unit 2:</b> T128a, T128b, T129, T130–131, T135a, T135b, SG4, SG5, SG10, SG11, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 3:</b> T175a, T176, T182–183, T184–185, T186, T188, T189, T191, T192, T193, T194a, T201a, T201b, T201d, T201f, T201g, SG4, SG5, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T244, T248–249, T250–251, T252, T255, T256, T258a, SG10, SG11, SG20, SG21, SG26, SG27; <b>Unit 5:</b> T307d, T324, SG14, SG15, SG16, SG17, SG26, SG27; <b>Unit 6:</b> T368, T390, SG10, SG11, SG14, SG15, SG21, SG26, SG27; <b>Unit 7:</b> T465j, T466a, T466b, SG14, SG15, SG26, SG27; <b>Unit 8:</b> T521a, T522, T528, T530, T533, T534–535, T538a, SG20, SG21, SG26, SG27
	<b>CC.3.Rinf.3</b>	(3) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Unit 2:</b> T105a, T112–113, T114–115, T116–117, T118–119, T121, T122–123, T133a, SG20, SG21, SG22, SG23; <b>Unit 3:</b> T173a, T173b, T173d, T173f, T173g, T173h, T180, T182–183, T184–185, T186, T187, T189, T190, T191, T192, T193, T194, T194a, T197, T198, SG10, SG11; <b>Unit 4:</b> T244, SG20, SG21, SG22, SG23, SG26, SG27; <b>Unit 5:</b> T309a, T316–317, T321, T323, T324, T326a, T335a, T335b, SG4, SG5, SG20, SG21; <b>Unit 6:</b> T368, T375a, T384–385, T386–387, T392, T394a, SG21, SG22, SG23; <b>Unit 7:</b> T435j, T436a, T436b, T443a, T443b, T443f; <b>Unit 8:</b> T521a, T538a, T540a, T540b, T545a, T547a, T547b, SG4, SG5, SG20, SG21, SG26, SG27
<b>Craft and Structure</b>	<b>CC.3.Rinf.4</b>	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>Unit 1:</b> T4, T5, T6a, T7, T34, T35, T36a, T37; <b>Unit 2:</b> T72, T73, T74a, T75, T104, T105, T106a, T107; <b>Unit 3:</b> T144, T145, T146a, T147, T174, T175, T176a, T177, T193a; <b>Unit 4:</b> T210, T211, T212a, T213, T240, T241, T242a, T243; <b>Unit 5:</b> T276, T277, T278a, T279, T308, T309, T310a, SG22, SG23; <b>Unit 6:</b> T344, T345, T346a, T347, T374, T375, T376a, T377; <b>Unit 7:</b> T415a, T416, T417, T444, T445, T446a, T447, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> T484, T485, T486a, T487, T520, T521, T522a, T523
	<b>CC.3.Rinf.5</b>	(5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Unit 1:</b> T55h, T57; <b>Unit 2:</b> T103y, T103z, T114–115, T116–117, T121, T122–123, T127a, T129; <b>Unit 3:</b> T165i, T181, T182–183, T184–185, T189, T191, T196a, T196b, T197, T198, T199a, T201a, T201b, T201d, SG22, SG23, SG26, SG27; <b>Unit 4:</b> T246, T247, T250–251, T252; <b>Unit 5:</b> T301, T303, T307a, T307b, T315, T316–317, T328a, T328b, T330, T331, T332, T335f, T335g, SG10, SG11, SG26, SG27; <b>Unit 6:</b> T381, T382–383, T384–385, T386–387, T388–389; <b>Unit 7:</b> T443p, T467, T468; <b>Unit 8:</b> T527, T528, T530, T531, T534–535
	<b>CC.3.Rinf.6</b>	(6) Distinguish their own point of view from that of the author of a text.	<b>Unit 1:</b> T41, T48, T53a, T56a, T56b, T57, T58–59; <b>Unit 2:</b> T135f, T135g; <b>Unit 3:</b> T194; <b>Unit 4:</b> T250–251, SG16, SG17; <b>Unit 5:</b> T330, T331; <b>Unit 8:</b> T547f, T547g
<b>Integration of Knowledge and Ideas</b>	<b>CC.3.Rinf.7</b>	(7) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>Unit 3:</b> T196a, T196b, SG26, SG27; <b>Unit 4:</b> SG4, SG5; <b>Unit 5:</b> T314, T315, T321, T322, T323; <b>Unit 6:</b> T366a, T366b, T371a, T373a, T373b, T373g, T394, SG14, SG15; <b>Unit 7:</b> T468, SG4, SG5, SG10, SG11; <b>Unit 8:</b> T540c, SG22, SG23
	<b>CC.3.Rinf.8</b>	(8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>Unit 1:</b> T35a, T42–43, T52, T54a, T55, SG20, SG21, SG22, SG23, SG26, SG27; <b>Unit 2:</b> T126b; <b>Unit 3:</b> T173a, T173b, T190, T191, T198, SG16, SG17; <b>Unit 4:</b> SG22, SG23; <b>Unit 5:</b> SG20, SG21; <b>Unit 6:</b> SG4, SG5, SG21; <b>Unit 7:</b> T416a, T443f, T443g, SG14, SG15, SG22, SG23; <b>Unit 8:</b> T521a
	<b>CC.3.Rinf.9</b>	(9) Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Unit 1:</b> T61a, T63f, T63g, SG16, SG17; <b>Unit 2:</b> T133a, SG16, SG17; <b>Unit 3:</b> T173g, T173h, T201g; <b>Unit 5:</b> T300a, T300b, T301, T303, T304, T305a, T307f, T307g, SG14, SG15; <b>Unit 6:</b> T402; <b>Unit 7:</b> T435q, T435r, T441a, T442, T443g, T443h, T443p, T471a, T472, T473g, T473h, SG16, SG17; <b>Unit 8:</b> T545a
<b>Range and Level of Text Complexity</b>	<b>CC.3.Rinf.10</b>	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>Unit 1:</b> T1i, T27j, T33r, T38, T41, T42–43, T47, T48, T49, T50–51, T52, T53, T53a, T55h, T56a, T56b, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 2:</b> T103r, T127h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 3:</b> T141j, T165j, T173r, T195h, T197, T198, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T207j, T233j, T239r, T241a, T259h, T260a, T260b, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 5:</b> T273j, T299j, T307r, T312, T326a, T327, T327h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; <b>Unit 6:</b> T341j, T365j, T373g, T373r, T378, T395h, T397, T398–399, T402, SG5, SG11, SG14, SG15, SG17, SG21, SG23; <b>Unit 7:</b> T418, T448, T465j, T473a, T473b, T473f, T473g, T473h, SG5, SG11, SG14, SG15, SG17, SG23, SG26, SG27; <b>Unit 8:</b> T481j, T507j, T519r, T524, T527, T528, T529, T530, T531, T533, T534–535, T539h, T541, T542–543, T547a, T547b, T547f, T547g, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27

# Grade 3 Common Core Standards

## Reading, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
<b>Foundational Skills</b>			
<b>Phonics and Word Recognition</b>	<b>CC.3.Rfou.3</b>	<b>(3)</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Unit 1:</b> T1i, T1l, T1m, T27j, T27m, T27n, T33r, T33u, T33v, T55h, T55k, T55l; <b>Unit 2:</b> T69j, T69k, T69l, T69m, T69n, T95j, T95k, T95l, T95m, T95n, T96, T96c, T103c, T103e, T103r, T103s, T103t, T103u, T103v, T127h, T127l, T127q, T128, T128c, T135c, T135e; <b>Unit 3:</b> T141j, T165j, T165m, T166c, T173r, T173u, T173v, T195g, T195h, T195k, T195l, T196, T196c, T201c, T201e; <b>Unit 4:</b> T207j, T207k, T207l, T207m, T207n, T233j, T233k, T233l, T233m, T239r, T239s, T239t, T259h, T259i, T259j; <b>Unit 5:</b> T273j, T273k, T273l, T273m, T273n, T299j, T299k, T299l, T299m, T299n, T307r, T307s, T307t, T307u, T307v, T327h, T327i, T327j, T327k, T327l; <b>Unit 6:</b> T341j, T341k, T341l, T341n, T365j, T365k, T365l, T365m, T365n, T373r, T373s, T373t, T373u, T373v, T395h, T395i, T395j, T395k, T395l; <b>Unit 7:</b> T411j, T411k, T411l, T411m, T411n, T435j, T435m, T435n, T443b, T443p, T443s, T443t, T465j, T465m, T465s, T466, T466c; <b>Unit 8:</b> T481j, T481k, T481l, T481n, T507i, T507j, T507k, T507l, T507n, T509, T519b, T519r, T519u, T519v, T539h, T539k
	<b>CC.3.Rfou.3.a</b>	<b>(a)</b> Identify and know the meaning of the most common prefixes and derivational suffixes.	<b>Unit 3:</b> T195g, T196, T196c, T201c, T201e; <b>Unit 4:</b> T233s, T234, T234c, T239c, T239e; <b>Unit 8:</b> T481m, T481n, T507m, T507n
	<b>CC.3.Rfou.3.b</b>	<b>(b)</b> Decode words with common Latin suffixes.	<b>Unit 8:</b> T418l, T507k, T507l, T519t, T539j
	<b>CC.3.Rfou.3.c</b>	<b>(c)</b> Decode multi-syllable words.	<b>Unit 2:</b> T128c, T135c, T135e; <b>Unit 3:</b> T165k, T165l; <b>Unit 4:</b> T207m, T207n, T233m; <b>Unit 5:</b> T273m, T299n, T307w, T327k; <b>Unit 6:</b> T341k, T341l, T341m, T365n, T373u, T395l; <b>Unit 7:</b> T443q, T443r, T465i, T465k, T465l, T465s, T466, T466c, T473c; <b>Unit 8:</b> T481m, T481n, T507m, T507n, T519s, T519t, T519u, T539j, T539k, T539l
	<b>CC.3.Rfou.3.d</b>	<b>(d)</b> Read grade-appropriate irregularly spelled words.	<b>Unit 1:</b> T1j, T1k, T33s, T33t, T55i, T55j; <b>Unit 2:</b> T69k, T69l, T95k, T95l, T103s, T103t, T127i, T127j; <b>Unit 3:</b> T141k, T141l, T165k, T165l, T173s, T173t, T195i, T195j; <b>Unit 4:</b> T259i, T259j; <b>Unit 5:</b> T273k, T273l, T299k, T299l, T307s, T307t, T327i, T327j; <b>Unit 6:</b> T341k, T341l, T365k, T365l, T373s, T373t, T395i, T396j; <b>Unit 7:</b> T411k, T411l, T435k, T435l, T443q, T443r, T465k, T465l; <b>Unit 8:</b> T481k, T481l, T507k, T507l, T519s, T519t, T539j
<b>Fluency</b>	<b>CC.3.Rfou.4</b>	<b>(4)</b> Read with sufficient accuracy and fluency to support comprehension.	<b>Unit 1:</b> T5a, T8, T12–13, T28a, T29, T31a, T33b, T35a, T38, T42–43, T56a, T57, T62, T63b; <b>Unit 2:</b> T73a, T76, T80–81, T96a, T97, T101a, T103b, T105a, T108, T112–113, T128a, T129, T134, T135b; <b>Unit 3:</b> T145a, T148, T152–153, T166a, T167, T172, T173b, T175a, T178, T182–183, T196a, T197, T200; <b>Unit 4:</b> T211a, T214, T218–219, T234a, T235, T238, T239b, T241a, T244, T248–249, T260a, T261, T266, T267b; <b>Unit 5:</b> T277a, T280, T286–287, T300a, T301, T306, T307b, T309a, T312, T316–317, T328a, T329, T334, T335b; <b>Unit 6:</b> T345a, T348, T352–353, T366a, T367, T372, T373b, T375a, T378, T382–383, T396a, T397, T404, T405b; <b>Unit 7:</b> T415a, T422–423, T436a, T437, T442, T445a, T448, T452–453, T457, T465, T466a, T467, T471a, T473b; <b>Unit 8:</b> T485a, T488, T494–495, T508a, T518, T521a, T524, T528, T533, T539, T540a, T541, T546, T547b
	<b>CC.3.Rfou.4.a</b>	<b>(a)</b> Read on-level text with purpose and understanding.	<b>Unit 1:</b> T12–13, T23, T42–43, T47; <b>Unit 4:</b> T214, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T397; <b>Unit 7:</b> T437, T452–453, T457, T467; <b>Unit 8:</b> T541, T547b
	<b>CC.3.Rfou.4.b</b>	<b>(b)</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> T1i, T12–13, T23, T27, T27i, T28a, T29, T31a, T33b, T33d, T33l, T33r, T42–43, T47, T54a; <b>Unit 2:</b> T69j, T80–81, T89, T95, T103r, T112–113, T121, T127; <b>Unit 3:</b> T141i, T141j, T152–153, T159, T164a, T165, T166a, T167, T172, T173b, T173r, T182–183, T189, T195; <b>Unit 4:</b> T207j, T218–219, T225, T233, T234a, T235, T238, T239b, T239r, T248–249, T255, T258a, T259h; <b>Unit 5:</b> T273j, T286–287, T293, T299, T307r, T316–317, T321, T326a; <b>Unit 6:</b> T341j, T352–353, T357, T365, T366a, T367, T372, T373r, T382–383, T391, T395; <b>Unit 7:</b> T411j, T422–423, T435, T436a, T437, T442, T443b, T443p, T466a, T467, T471a, T473b; <b>Unit 8:</b> T481j, T494–495, T499, T507, T507i, T508a, T509, T518, T519b, T519r, T540a, T541, T546, T547b
	<b>CC.3.Rfou.4.c</b>	<b>(c)</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 6:</b> T405a, T405e; <b>Unit 8:</b> T539q, T540, T540c, T547c, T547e



# Writing

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Text Types and Purposes	CC.3.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons.	<b>Unit 4:</b> T233b, T233c, T258, T259g, T259o, T259p, T268, T269, T270, T273; <b>Unit 5:</b> T327o, T320p, T337, T338, T339; <b>Unit 6:</b> T341i, T373g, T388–389, T403; <b>Unit 7:</b> T434, T471; <b>Unit 8:</b> T481q, T481r, T507b, T507c, T516–517, T547d
	CC.3.W.1.a	(a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<b>Unit 4:</b> T259o, T259p, T268, T269, T270; <b>Unit 5:</b> T320p, T327o, T337, T338, T339; <b>Unit 8:</b> T507b
	CC.3.W.1.b	(b) Provide reasons that support the opinion.	<b>Unit 4:</b> T233b, T233c, T259o, T259p, T268, T269, T270, T273; <b>Unit 5:</b> T337, T338; <b>Unit 6:</b> T373g, T388–389, T403; <b>Unit 7:</b> T434; <b>Unit 8:</b> T481q, T481r
	CC.3.W.1.c	(c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<b>Unit 4:</b> T242, T259o, T259p, T268, T269, T270; <b>Unit 5:</b> T337, T338; <b>Unit 6:</b> T341i; <b>Unit 7:</b> T471; <b>Unit 8:</b> T481q, T481r, T497, T516–517
	CC.3.W.1.d	(d) Provide a concluding statement or section.	<b>Unit 5:</b> T327p, T337, T338; <b>Unit 8:</b> T507b, T507c
	CC.3.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 1:</b> T55g, T68, T69; <b>Unit 2:</b> T69i, T103q, T127g, T137, T138; <b>Unit 3:</b> T141i, T165j, T173q, T173r, T195g, T195h, T195o, T195p, T202, T203, T204, T205; <b>Unit 4:</b> T207j, T259h; <b>Unit 5:</b> T273j, T299q, T299r, T307i, T307j, T307k, T307l, T307q, T307r, T327g; <b>Unit 6:</b> T373j, T373k, T373l, T395h; <b>Unit 7:</b> T465i, T465q, T465r, T478; <b>Unit 8:</b> T481i, T507i, T507j, T519q
	CC.3.W.2.a	(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<b>Unit 1:</b> T55h; <b>Unit 2:</b> T69i, T103r, T127g, T137, T138; <b>Unit 3:</b> T141j, T165j, T173r, T195o, T195p, T202, T203; <b>Unit 4:</b> T233i, T259g; <b>Unit 5:</b> T273j, T299j, T299q, T299r, T307j, T327g, T336, T337, T338; <b>Unit 6:</b> T395o, T395p, T406, T407; <b>Unit 7:</b> T435q, T435r, T465q, T465r, T478; <b>Unit 8:</b> T481i, T519q, T539a, T539b, T553
	CC.3.W.2.b	(b) Develop the topic with facts, definitions, and details.	<b>Unit 2:</b> T127o, T127p, T137, T138; <b>Unit 3:</b> T203, T204; <b>Unit 5:</b> T307j, T307k, T307q; <b>Unit 7:</b> T465q, T465r, T476, T476a, T478
	CC.3.W.2.c	(c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<b>Unit 3:</b> T141q, T141r; <b>Unit 7:</b> T465q, T465r
	CC.3.W.2.d	(d) Provide a concluding statement or section.	<b>Unit 6:</b> T373k
	CC.3.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Unit 1:</b> T1h, T27b, T27c, T65, T66; <b>Unit 2:</b> T95b, T95c, T103q; <b>Unit 3:</b> T141q, T141r, T165a, T165b, T165c, T165d, T165q, T165r; <b>Unit 5:</b> T307q, T341; <b>Unit 6:</b> T373q, T395g; <b>Unit 7:</b> T411i, T416, T465b; <b>Unit 8:</b> T481i, T519j, T519k, T519l, T548, T549, T550
	CC.3.W.3.a	(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Unit 1:</b> T1p, T1q, T27a, T27b, T27c, T55b, T65, T66; <b>Unit 2:</b> T103q; <b>Unit 4:</b> T233q, T233r, T239j, T239k; <b>Unit 5:</b> T307q; <b>Unit 7:</b> T465b; <b>Unit 8:</b> T507i, T507q, T507r, T519j, T519k, T548, T549, T550
	CC.3.W.3.b	(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>Unit 1:</b> T27c, T27q, T27r, T33i, T33j, T33k, T55b, T65, T66; <b>Unit 2:</b> T95b, T95c, T141; <b>Unit 4:</b> T231a, T273; <b>Unit 5:</b> T273i, T273q, T273r, T290–291, T297a, T299i; <b>Unit 7:</b> T443w, T443x, T465b, T465c; <b>Unit 8:</b> T505a, T507i, T507q, T507r
	CC.3.W.3.c	(c) Use temporal words and phrases to signal event order.	<b>Unit 1:</b> T1q, T55b; <b>Unit 7:</b> T435i, T436b, T443d
	CC.3.W.3.d	(d) Provide a sense of closure.	<b>Unit 1:</b> T1q, T66; <b>Unit 3:</b> T207; <b>Unit 8:</b> T539o, T539p
	Production and Distribution of Writing	CC.3.W.4	(4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CC.3.W.5		(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	<b>Unit 1:</b> T1o, T27a, T27b, T27c, T27d, T27p, T33i, T33j, T33k, T33l, T33x, T55n, T64, T65, T66; <b>Unit 2:</b> T69p, T95a, T95b, T95c, T95d, T95i, T95p, T103i, T103j, T103k, T103l, T103x, T127n, T136, T137, T138; <b>Unit 3:</b> T141i, T141p, T165a, T165b, T165c, T165d, T165p, T173i, T173j, T173k, T173l, T173x, T195n, T202, T203, T204, T205; <b>Unit 4:</b> T207p, T233a, T233b, T233c, T233d, T233p, T239i, T239j, T239k, T239l, T239x, T259n, T268, T269, T270; <b>Unit 5:</b> T273p, T299p, T307i, T307j, T307k, T307l, T307x, T327m, T336, T337, T338, T339; <b>Unit 6:</b> T341p, T365a, T365b, T365c, T365d, T365p, T373i, T373j, T373k, T373l, T373x, T395n, T406, T407, T408, T409; <b>Unit 7:</b> T411p, T435b, T435c, T435d, T435p, T465a, T465b, T465c, T465d, T465p, T476, T476a, T477, T478, T479; <b>Unit 8:</b> T481p, T507a, T507b, T507c, T507d, T507p, T519i, T519j, T519k, T519l, T519x, T539n, T548, T549, T550
CC.3.W.6		(6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>Unit 2:</b> T95j, T127b; <b>Unit 3:</b> T165a, T165b, T165c, T165d, T173i, T173j, T173k, T173l, T195b, T195g, T195o, T195p; <b>Unit 4:</b> T239y, T239z; <b>Unit 6:</b> T365a, T365b, T365c, T365d, T373i, T373j, T373k, T373l, T406, T407, T408, T409; <b>Unit 7:</b> T465b, T465c, T465d

# Grade 3 Common Core Standards

## Writing, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.3.W.7	(7) Conduct short research projects that build knowledge about a topic.	<b>Unit 1:</b> T33q, T33z, T55a; <b>Unit 2:</b> T103y, T103z; <b>Unit 3:</b> T141j, T173q, T173y, T173z, T195a, T195b, T195h, T202; <b>Unit 4:</b> T239y, T239z, T259a; <b>Unit 5:</b> T327a, T327b; <b>Unit 6:</b> T373i, T373j; <b>Unit 7:</b> T411j, T435i, T435q, T443i, T476, T476a; <b>Unit 8:</b> T519j, T539a, T539b
	CC.3.W.8	(8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>Unit 1:</b> T1i, T33q, T33z, T55a, T55h; <b>Unit 2:</b> T69j, T103r, T127a, T127b; <b>Unit 3:</b> T141i, T141j, T165i, T165j, T173q, T173r, T173y, T173z, T195a, T195b, T195h, T202, T203; <b>Unit 4:</b> T259a, T259b; <b>Unit 5:</b> T299i, T299j, T307y, T307z, T327a, T327b; <b>Unit 6:</b> T341j, T373i, T373j, T373y, T373z, T395a, T395b, T395g; <b>Unit 7:</b> T411j, T435i, T435q, T435r, T443i, T443j, T443p, T465i, T476a, T477, T478; <b>Unit 8:</b> T519j, T519y, T519z, T539a, T539b
Range of Writing	CC.3.W.10	(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>Unit 1:</b> T1h, T6, T8, T9, T21, T25, T26, T27b, T27c, T27i, T31, T33c, T33d, T33g, T33j, T33k, T33q, T34, T38, T39, T44–45, T53a, T54, T55g, T56b, T60–61, T63d, T63f, T65, T66, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 2:</b> T69i, T69q, T69r, T74, T76, T77, T86–87, T92–93, T94, T95i, T95j, T95q, T95r, T96b, T100, T101, T103d, T103g, T106, T108, T118–119, T124–125, T126, T127g, T128b, T132–133, T135d, T135g, T140, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 3:</b> T146, T148, T149, T157, T163a, T164, T165a, T165b, T165c, T165d, T165i, T166b, T170–171, T173d, T173g, T173i, T173j, T173k, T173l, T176, T178, T179, T187, T193, T194, T195g, T199, T201d, T201g, T202, T203, T204, T205, T206, T207, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T207i, T207q, T207r, T212, T214, T215, T223, T233b, T233c, T233i, T234b, T237, T239d, T239g, T239j, T239k, T239q, T239r, T242, T244, T245, T253, T257, T258, T260b, T264–265, T267d, T267g, T268, T269, T270, T272, T273, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 5:</b> T273i, T278, T280, T281, T298, T299i, T300b, T305, T307d, T307g, T307i, T307j, T307k, T307l, T310, T312, T313, T318–319, T325, T326, T328b, T333, T335d, T335g, T336, T337, T338, T339, T340, T341, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 6:</b> T341i, T346, T348, T349, T354–355, T363a, T364, T365a, T365b, T365c, T365d, T365i, T365j, T366b, T371, T373i, T373j, T373k, T373l, T373q, T376, T378, T379, T393, T394, T396b, T403, T405d, T405g, T406, T407, T408, T409, T410, T411, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 7:</b> T418, T428–429, T433, T436b, T441, T443d, T443g, T443o, T446, T448, T449, T454–455, T463a, T464, T466b, T473d, T473g, T480, T481, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 8:</b> T486, T488, T489, T497, T505a, T506, T507b, T507c, T508b, T519d, T519g, T519j, T519k, T522, T524, T525, T531, T536–537, T538, T539g, T540b, T544–545, T547d, T547g, T548, T549, T550, T552, T553, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

# Speaking and Listening

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.3.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	<b>Unit 1:</b> T1h, T10, T26, T27i, T27s, T28c, T32, T33h, T33r, T36a, T46, T55g, T55q, T56c, T62, T63f, T63h; <b>Unit 2:</b> T69i, T88, T102, T103h, T107, T110, T120, T128c, T133a, T134, T135h, T141; <b>Unit 3:</b> T141i, T150, T165i, T165j, T166c, T170–171, T172, T173q, T173r, T180, T194, T195b, T195g, T195h, T195q, T196c, T200, T201, T201h; <b>Unit 4:</b> T210, T216, T224, T232, T233, T233i, T234c, T239d, T239h, T242a, T254, T258, T259, T259g, T259q, T260c, T266, T267h, T273; <b>Unit 5:</b> T273i, T276, T277, T277a, T282, T292, T298, T299, T299i, T299j, T299s, T300c, T306, T314, T315, T321, T326, T327, T327g, T327h, T327q, T328c, T334; <b>Unit 6:</b> T341i, T350, T351, T356, T365s, T372, T373r, T380, T394, T395h, T396c, T404, T405d; <b>Unit 7:</b> T420, T435i, T435j, T446a, T465i, T465j; <b>Unit 8:</b> T481i, T481j, T490, T506, T507s, T508c, T518, T519q, T519r, T520, T526, T539g, T539q, T540c, T546
	CC.3.SL.1.a	(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>Unit 1:</b> T63d, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 2:</b> T96c, T106a, T127h, T140, T141, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 3:</b> T163b, T164, T165, T165i, T173q, T201d, T201h, T206, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 4:</b> T232, T239d, T258, T259, T266, T272, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 5:</b> T273i, T299i, T307h, T335h, T340, T341, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 6:</b> T373h, T395q, T410, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 7:</b> T412, T413, T434, T443h, T465j, T473h, T480, T481, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; <b>Unit 8:</b> T519h, T547h, T552, T553, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27
	CC.3.SL.1.b	(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>Unit 1:</b> T27s, T36a, T55q; <b>Unit 3:</b> T195q; <b>Unit 4:</b> T238, T239h, T267h; <b>Unit 5:</b> T327q; <b>Unit 7:</b> T411i
	CC.3.SL.1.c	(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<b>Unit 1:</b> T27s, T33z; <b>Unit 2:</b> T69i, T72, T95i, T106a, T127q, T135h; <b>Unit 3:</b> T145, T146a, T147, T165s, T207; <b>Unit 4:</b> T273; <b>Unit 5:</b> T278a; <b>Unit 6:</b> T350, T351, T365s, T409, T410, T411; <b>Unit 7:</b> T443d; <b>Unit 8:</b> T552, T553
	CC.3.SL.1.d	(d) Explain their own ideas and understanding in light of the discussion.	<b>Unit 1:</b> T26, T40, T54; <b>Unit 2:</b> T69i, T95i, T126, T127q; <b>Unit 3:</b> T141i, T146a, T147, T148, T165i, T173q, T176a, T195g; <b>Unit 4:</b> T210, T240, T241, T242a, T254, T258, T259, T266; <b>Unit 5:</b> T299s, T306, T334; <b>Unit 6:</b> T372; <b>Unit 7:</b> T416a, T435s, T444, T445, T465s; <b>Unit 8:</b> T486a, T518
	CC.3.SL.2	(2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Unit 1:</b> T2, T3, T36a; <b>Unit 2:</b> T70, T71, T127g, T135a, T135b, T135d; <b>Unit 3:</b> T142, T173h; <b>Unit 4:</b> T207i, T208, T209, T233j, T239q, T259g; <b>Unit 5:</b> T307d; <b>Unit 6:</b> T342, T346a, T373d, T373q, T405d, T410, T411; <b>Unit 7:</b> T411i, T435j, T443p, T465i, T465s, T473d; <b>Unit 8:</b> T482, T483, T538, T539g
	CC.3.SL.3	(3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>Unit 1:</b> T33q, T33z, T40, T55b, T55g, T68, T69; <b>Unit 2:</b> T72, T127g; <b>Unit 3:</b> T145, T146a, T147, T148, T174; <b>Unit 4:</b> T239q, T240, T273; <b>Unit 5:</b> T307q, T310a, T327b; <b>Unit 6:</b> T341i, T344, T345, T346a, T364, T365, T365i, T395g, T411; <b>Unit 7:</b> T435j, T465i; <b>Unit 8:</b> T481i, T484, T485, T519q, T522a
Presentation of Knowledge and Ideas	CC.3.SL.4	(4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>Unit 1:</b> T1h, T4, T5, T6a, T22, T26, T27, T33q, T34, T54, T55, T55b, T55g, T68, T69; <b>Unit 2:</b> T74a, T94, T95, T95s, T126; <b>Unit 3:</b> T158, T162, T173d, T195b, T207; <b>Unit 4:</b> T207i, T207j, T212a, T233i, T233s, T259b, T267d, T272; <b>Unit 5:</b> T306, T307q, T308, T327b, T327g, T334, T341; <b>Unit 6:</b> T341j, T356, T365s, T373q, T395b, T395g, T405d; <b>Unit 7:</b> T414, T415, T435j, T443j, T443p, T465j, T472; <b>Unit 8:</b> T507d, T507s, T519d, T532, T539b, T539h, T547d
	CC.3.SL.5	(5) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>Unit 1:</b> T1h, T27i, T33i, T55b; <b>Unit 2:</b> T127b, T140, T141; <b>Unit 3:</b> T195b, T206; <b>Unit 4:</b> T207i, T272; <b>Unit 5:</b> T273i, T299, T307r; <b>Unit 6:</b> T365d, T365i, T373q, T395b, T409; <b>Unit 7:</b> T435j, T443p, T465j, T479, T480, T481; <b>Unit 8:</b> T507i, T519i, T519q, T539h, T551
	CC.3.SL.6	(6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	<b>Unit 2:</b> T78, T95j, T103q, T104, T105, T126, T127g; <b>Unit 7:</b> T435i; <b>Unit 8:</b> T520

# Grade 3 Common Core Standards

## Language

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Conventions of Standard English	CC.3.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Unit 1:</b> T1n, T1o, T27d, T27o, T27p, T32a, T33, T33l, T33w, T33x, T55m, T55n, T55o, T55p, T62a, T63, T66; <b>Unit 2:</b> T95d, T102a, T103, T103q, T103w, T103x, T127m, T127n, T134a, T135, T138; <b>Unit 3:</b> T141o, T141p, T165d, T165o, T165p, T172a, T173, T173l, T173u, T173w, T173x, T195m, T195n, T199, T200a, T201, T204, T207; <b>Unit 4:</b> T207o, T207p, T233d, T233o, T233p, T238a, T239, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; <b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307, T307l, T307w, T307x, T327m, T327n, T334a, T335, T338; <b>Unit 6:</b> T341o, T341p, T365d, T365o, T365p, T372a, T373, T373l, T373w, T373x, T395m, T395n, T404a, T405, T408; <b>Unit 7:</b> T411o, T411p, T433, T434, T435o, T435p, T442a, T443, T443u, T443v, T465o, T465p, T472a, T473; <b>Unit 8:</b> T481o, T481p, T507d, T507o, T507p, T518a, T519, T519w, T519x, T539m, T539n, T546a, T547, T550
	CC.3.L.1.a	(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>Unit 1:</b> T1n, T1o, T27d, T27o, T27p, T33l, T33w, T33x; <b>Unit 3:</b> T173l, T204; <b>Unit 4:</b> T207o, T207p, T239w, T239x, T259m, T259n; <b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307w, T307x; <b>Unit 6:</b> T341o, T341p, T365o, T365p, T373w, T373x, T395m, T395n, T404a, T405; <b>Unit 7:</b> T411o, T411p, T435o, T435p, T442a, T443u, T443v; <b>Unit 8:</b> T481o, T481p, T539m, T539n
	CC.3.L.1.b	(b) Form and use regular and irregular plural nouns.	<b>Unit 3:</b> T165o, T165p, T172a, T173, T173l, T173w, T173x, T195m, T195n, T200a, T201, T204; <b>Unit 4:</b> T259g
	CC.3.L.1.c	(c) Use abstract nouns (e.g., childhood).	<b>Unit 1:</b> T1o
	CC.3.L.1.d	(d) Form and use regular and irregular verbs.	<b>Unit 4:</b> T233d, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; <b>Unit 8:</b> T481o, T481p, T507d, T507o, T507p, T518a, T519, T519l, T519w, T519x, T550
	CC.3.L.1.e	(e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<b>Unit 4:</b> T233o, T233p, T238a, T239, T239u, T259k; <b>Unit 8:</b> T481o, T481p, T507d, T507o, T507p, T518a, T519, T519l, T519w, T519x, T539m, T539n, T546a, T547, T550
	CC.3.L.1.f	(f) Ensure subject-verb and pronoun-antecedent agreement.	<b>Unit 1:</b> T55m, T55n, T62a, T63, T66; <b>Unit 4:</b> T238a, T239, T239w, T239x, T259m, T259n, T266a, T267; <b>Unit 6:</b> T341o, T341p, T365d, T373l, T408; <b>Unit 8:</b> T519w
	CC.3.L.1.g	(g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Unit 5:</b> T273o, T273p, T299o, T299p, T306a, T307l; <b>Unit 7:</b> T411p, T435d, T442a, T443, T443u, T443v
	CC.3.L.1.h	(h) Use coordinating and subordinating conjunctions.	<b>Unit 2:</b> T127m, T127n, T134a, T135; <b>Unit 3:</b> T141o, T141p
	CC.3.L.1.i	(i) Produce simple, compound, and complex sentences.	<b>Unit 2:</b> T95j, T103w, T103x, T127m, T127n, T134a, T135, T138; <b>Unit 3:</b> T141o, T141p, T165d; <b>Unit 4:</b> T234c; <b>Unit 6:</b> T365q, T365r
	CC.3.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Unit 1:</b> T1l, T1m, T1n, T1o, T27m, T27n, T32a, T33, T33u, T55k; <b>Unit 2:</b> T69m, T69n, T69o, T69p, T95m, T95o, T95p, T102a, T103, T103l, T103v, T127l, T127m, T127n, T134a, T135; <b>Unit 3:</b> T141m, T141p, T165d, T165n, T165o, T165p, T172a, T173, T173l, T173u, T173v, T173w, T173x, T195n, T200a, T201; <b>Unit 4:</b> T207m, T207n, T233m, T233n, T238a, T239, T239s, T239t, T239v, T259k, T259l; <b>Unit 5:</b> T273m, T273n, T299n, T307v, T327k, T327m, T327n; <b>Unit 6:</b> T341m, T365n, T373v, T395k, T395l; <b>Unit 7:</b> T411m, T435n, T443t, T454–455, T465m, T465n; <b>Unit 8:</b> T481m, T481n, T481o, T481p, T507d, T507m, T507n, T507o, T507p, T518a, T519, T519u, T519v, T539k, T539l
	CC.3.L.2.a	(a) Capitalize appropriate words in titles.	<b>Unit 2:</b> T69o, T69p
	CC.3.L.2.b	(b) Use commas in addresses.	<b>Unit 2:</b> T69o, T69p
	CC.3.L.2.c	(c) Use commas and quotation marks in dialogue.	<b>Unit 2:</b> T69p, T95d, T141; <b>Unit 4:</b> T273; <b>Unit 7:</b> T443w, T443x, T465c
	CC.3.L.2.d	(d) Form and use possessives.	<b>Unit 5:</b> T327m, T327n, T334a, T335, T338; <b>Unit 6:</b> T341m, T365n, T395l, T408
	CC.3.L.2.e	(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	<b>Unit 1:</b> T1j, T1k, T1m, T27k, T27l, T27n, T33s, T33t, T33u, T55i, T55j, T55l; <b>Unit 2:</b> T69k, T69l, T69n, T95k, T95l, T95n, T103s, T103t, T103v, T127i, T127j, T127k, T127l; <b>Unit 3:</b> T141k, T141l, T141n, T165k, T165l, T165m, T165n, T173s, T173t, T173v, T195i, T195j, T195k; <b>Unit 4:</b> T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T239v, T259i, T259j, T259l; <b>Unit 5:</b> T273k, T273l, T273n, T299k, T299l, T299m, T299n, T307s, T307t, T307v, T327i, T327j, T327l; <b>Unit 6:</b> T341k, T341l, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; T365m, T373s, T373t, T373u, T373v, T395i, T395j, T395l; <b>Unit 7:</b> T411k, T411l, T411m, T411n, T435k, T435l, T435n, T443r, T465l, T465n; <b>Unit 8:</b> T481k, T481l, T481n, T507k, T507l, T507n, T519s, T519t, T539j, T539l
	CC.3.L.2.f	(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>Unit 1:</b> T1j, T1k, T1l, T1m, T27k, T27l, T27m, T33s, T33t, T33u, T33v, T55i, T55j, T55l; <b>Unit 2:</b> T69k, T69l, T69m, T95k, T95l, T95n, T103s, T103t, T103u, T103v, T127i, T127j, T127k, T127l; <b>Unit 3:</b> T141k, T141l, T141m, T141n, T165k, T165l, T165m, T173s, T173t, T173u, T173v, T195i, T195j, T195k, T195l; <b>Unit 4:</b> T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T259i, T259j, T259k, T259l; <b>Unit 5:</b> T273k, T273l, T273m, T299k, T299l, T299m, T299n, T307s, T307t, T327i, T327j, T327l; <b>Unit 6:</b> T341k, T341l, T341m, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; <b>Unit 7:</b> T411k, T411l, T411m, T411n, T435k, T435l, T435m, T443r, T443s, T443t, T465l, T465m, T465n; <b>Unit 8:</b> T519s, T519t, T519u
	CC.3.L.2.g	(g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>Unit 1:</b> T1l, T27n, T27s, T28, T28c, T33c, T33e, T33v, T55l; <b>Unit 2:</b> T69n, T95n, T96, T103c, T127l; <b>Unit 3:</b> T141n, T165n, T173v, T195l; <b>Unit 4:</b> T207m, T207n, T233n, T239v, T259l; <b>Unit 5:</b> T273n, T307v, T327k; <b>Unit 6:</b> T373v; <b>Unit 7:</b> T411i, T411q, T411r, T435n, T443s, T443t, T465n; <b>Unit 8:</b> T481m, T507m, T519u, T519v, T539k

## Language, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Knowledge of Language	CC.3.L.3	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Unit 1:</b> T27d, T27q, T27r, T32a, T33, T33i, T62a, T63, T66, T68, T69; <b>Unit 2:</b> T95d, T95q, T95r, T102a, T103, T103i, T134a, T135, T138; <b>Unit 3:</b> T165d, T172a, T173, T173i, T200a, T201, T204; <b>Unit 4:</b> T233d, T238a, T239, T239i, T266a, T267, T270; <b>Unit 5:</b> T302, T306a, T307, T307i, T334a, T335, T338; <b>Unit 6:</b> T341q, T341r, T345a, T352–353, T359, T362, T363a, T363b, T364, T364a, T365d, T372a, T373, T373a, T373b, T373c, T373d, T373i, T404a, T405, T408, T410, T411, SG6, SG7, SG24, SG25; <b>Unit 7:</b> T411i, T411q, T411r, T435c, T435d, T442a, T443, T472a, T473; <b>Unit 8:</b> T507d, T518a, T519, T546a, T547, T550
	CC.3.L.3.a	(a) Choose words and phrases for effect.	<b>Unit 1:</b> T27q, T27r, T28b, T33d, T68, T69; <b>Unit 2:</b> T95q, T95r, T103i, T103j, T103k, T141; <b>Unit 3:</b> T165q, T165r; <b>Unit 5:</b> T273i, T335e; <b>Unit 6:</b> T341q, T341r, T365a, T365b, T365c, T373a, T373b, T373c, T373d, T410, T411; <b>Unit 7:</b> T411i, T411q, T411r, T435a, T435b, T435c
	CC.3.L.3.b	(b) Recognize and observe differences between the conventions of spoken and written standard English.	<b>Unit 1:</b> T55o, T55p; <b>Unit 2:</b> T140; <b>Unit 3:</b> T206; <b>Unit 4:</b> T272, T273; <b>Unit 7:</b> T443o, T443w, T443x, T480, T481
Vocabulary Acquisition and Use	CC.3.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	<b>Unit 1:</b> T4, T5, T6a, T7, T33a, T34, T35, T36a, T37, T55q, T56, T56c, T63c, T63e; <b>Unit 2:</b> T74a, T75, T95i, T95j, T97, T98, T100, T103q, T106a, T107; <b>Unit 3:</b> T146a, T147, T165s, T166, T166c, T173c, T173e, T176a, T177; <b>Unit 4:</b> T212a, T213, T231b, T242a, T243; <b>Unit 5:</b> T278a, T279, T310a, T311, T328c; <b>Unit 6:</b> T346a, T347, T376a, T377; <b>Unit 7:</b> T417, T435s, T436, T436c, T443c, T443e, T444, T445, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> T486a, T487, T522a, T523
	CC.3.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Unit 3:</b> T165s, T166, T173c, T173e; <b>Unit 5:</b> T327q, T328, T328c
	CC.3.L.4.b	(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	<b>Unit 3:</b> T195g, T195q, T195r, T196c, T201c, T201e; <b>Unit 4:</b> T233s, T234, T234c, T239c, T239e
	CC.3.L.4.c	(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	<b>Unit 4:</b> T233s, T234, T234c, T239c, T239e; <b>Unit 7:</b> T435s, T436, T436c, T443c, T443e
	CC.3.L.4.d	(d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<b>Unit 1:</b> T55q, T56, T56c, T63c, T63e; <b>Unit 2:</b> T96, T103c, T103q, T127q, T128, T135c, T135e; <b>Unit 5:</b> T307c, T307e, T327g; <b>Unit 6:</b> T365i, T395g; <b>Unit 8:</b> T519e, T540c
	CC.3.L.5	(5) Demonstrate understanding of word relationships and nuances in word meanings.	<b>Unit 3:</b> T165s, T166, SG14, SG15; <b>Unit 4:</b> T259q, T260, T260c, T267c, T267e; <b>Unit 5:</b> T299s, T300, T300c, T307c, T307e, T327g, T327q, T328, T328c, T335c, T335e; <b>Unit 6:</b> T348, T349, T395q, T396, T396c; <b>Unit 7:</b> T411i, T411q, T411r, T420, T435c, T465s, T466, T466c, T473c, T473e; <b>Unit 8:</b> T507s, T508, T508c, T519c, T519e
	CC.3.L.5.a	(a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	<b>Unit 2:</b> T141; <b>Unit 6:</b> T365s, T366, T366a, T366b, T366c, T368, T370, T373a, T373c, T373e
	CC.3.L.5.b	(b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<b>Unit 6:</b> T344, T345a, T350, T352–353, T356, T358, T359, T360–361, T362, T363a, T364, T364a, SG6, SG7
	CC.3.L.5.c	(c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<b>Unit 5:</b> T328, T328c, T335c; <b>Unit 8:</b> T508c, T519c, T519e
	CC.3.L.6	(6) Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<b>Unit 1:</b> T1h, T4, T5, T6a, T7, T10, T22, T25a, T27i, T31a, T33q, T34, T35, T36a, T37, T40, T46, T53b, T55q, T55q, T56, T56c, T61a, T63c, T63e, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 2:</b> T69i, T72, T73, T74a, T75, T78, T88, T93a, T95i, T101a, T103q, T104, T105, T106a, T107, T110, T120, T125a, T127g, T133a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 3:</b> T141i, T144, T145, T146a, T147, T150, T158, T163b, T165i, T165s, T166, T171a, T173q, T174, T175, T176a, T177, T180, T188, T193a, T195g, T199a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 4:</b> T207i, T210, T211, T212a, T213, T216, T224, T231b, T233i, T237a, T239q, T240, T241, T242a, T243, T246, T254, T257a, T259g, T259q, T260, T260c, T265a, T267c, T267e, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 5:</b> T273i, T276, T277, T278a, T279, T282, T292, T297b, T299i, T299s, T305a, T307q, T308, T309, T310a, T311, T314, T320, T321, T325a, T327, T327g, T333a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 6:</b> T341i, T344, T345, T346a, T347, T350, T352–353, T356, T363b, T365i, T371a, T373q, T374, T375, T376a, T377, T380, T390, T393a, T395g, T395q, T403a, T410, T411, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 7:</b> T411i, T414, T415, T415a, T416a, T417, T420, T430, T433a, T435i, T435j, T441a, T443o, T444, T445, T446a, T447, T450, T456, T463b, T465i, T471a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; <b>Unit 8:</b> T481i, T484, T485, T486a, T487, T490, T498, T505b, T507i, T507s, T508, T517a, T519q, T520, T521, T522a, T523, T526, T532, T537a, T539g, T539q, T540, T545a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25



# Program Features and Resources Index

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**Cross-curricular teamwork activities** *see Program Features and Resources Index*

**Cumulative vocabulary list** R3 (in each unit)

## D

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**Daily language arts** *see Program Features and Resources Index: Grammar; Program Features and Resources Index: Spelling; Program Features and Resources Index: Writing*

**Daily spelling and word work** *see Program Features and Resources Index: Spelling*

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**Digital library** *see Program Features and Resources Index: Technology*

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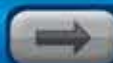
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