Unit
3

Teacher's Edition

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

NATIONAL GEOGRAPHIC

Hampton-Brown

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.

Acknowledgments
Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

Lexile®, Lexile Framework® and the Lexile® logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

Text Credits: Farrar Straus & Giroux, LLC: *How I Learned Geography* by Uri Shulevitz. Copyright © 2008 by Uri Shulevitz. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Houghton Mifflin Harcourt: "Tortillas like Africa" from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Illustration Credits: A3.12 National Geographic Learning; A3.25 (cr, br) Mapping Specialists.

Photographic Credits: IFC (tl) Design Pics Inc./Alamy, (cl) Blend Images/Alamy, (bl) Washington Post/Getty Images, (tr) ZSSD/Minden Pictures/National Geographic Stock, (cr) Glow Images/Getty Images, (br) Paul Nicklen/National Geographic Images Collection. T143h, T167h, T173p, T197f (bl) flab/Alamy; A3.25 (tr) Tyler Olson/SupersFusion/Superstock; A3.27 (tr) majana/iStockphoto, (br) Scott Slattery/iStockphoto; A3.41 (tl) Jacek Chabraszewski/Shutterstock, (tc) paulaphoto/Shutterstock, (tr) Andy Dean Photography/Shutterstock; RT3.10 Getty Images.

Acknowledgments and credits continued on page Ack1.

Copyright © 2013 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For permission to use material from this text or product, submit all requests online at www.cengage.com/permissions

Further permissions questions can be emailed to permissionrequest@cengage.com

Visit National Geographic Learning online at www.NGSP.com

Visit our corporate website at www.cengage.com

Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96625

12 13 14 15 16 17 18 19 20 21

10 9 8 7 6 5 4 3 2 1

Amazing Places

BIG QUESTION

Why learn about other places?

READING SKILLS

Theme
Visualize

Week 1 . . . . . T143g

How I Learned Geography . . . . . Fictional Tale T153
by Uri Shulevitz
Comprehension Coach

Writing Project: Account T167a
Magazine Maker

Figurative Language
Visualize
Elements of Poetry

Week 2 . . . . . T167g

Tortillas Like Africa . . . . . Free Verse Poem T169
by Gary Soto

Travel . . . . . Poem T173a
by Robert Louis Stevenson
Interactive Whiteboard

Writing Project: Poem T173i
Magazine Maker

Main Ideas and Details
Visualize

Week 3 . . . . . T173o

Extreme Earth . . . . . Social Studies Article T181
by Beth Geiger
Comprehension Coach
NATIONAL GEOGRAPHIC EXCLUSIVE

Research Project: Extreme Places T197a

Interpret Visuals
Visualize
Themes

Week 4 . . . . . T197e

Photographing the World . . . . . Profile T199
by Kristin Cozort
NATIONAL GEOGRAPHIC EXCLUSIVE

Chile: Where Nature Goes to Extremes . . . . . Magazine Article T205a
by Nathan Sanchez
Interactive Whiteboard

Writing Project: Research Report T206–207

RESOURCES

Practice Masters PM3.1–PM3.39
Small Group Reading SG1–SG68
Assessment Masters A3.1–A3.44
Reteaching Masters RT3.1–RT3.17

Classroom Management

Whole Group Time

TEACHER	STUDENT

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

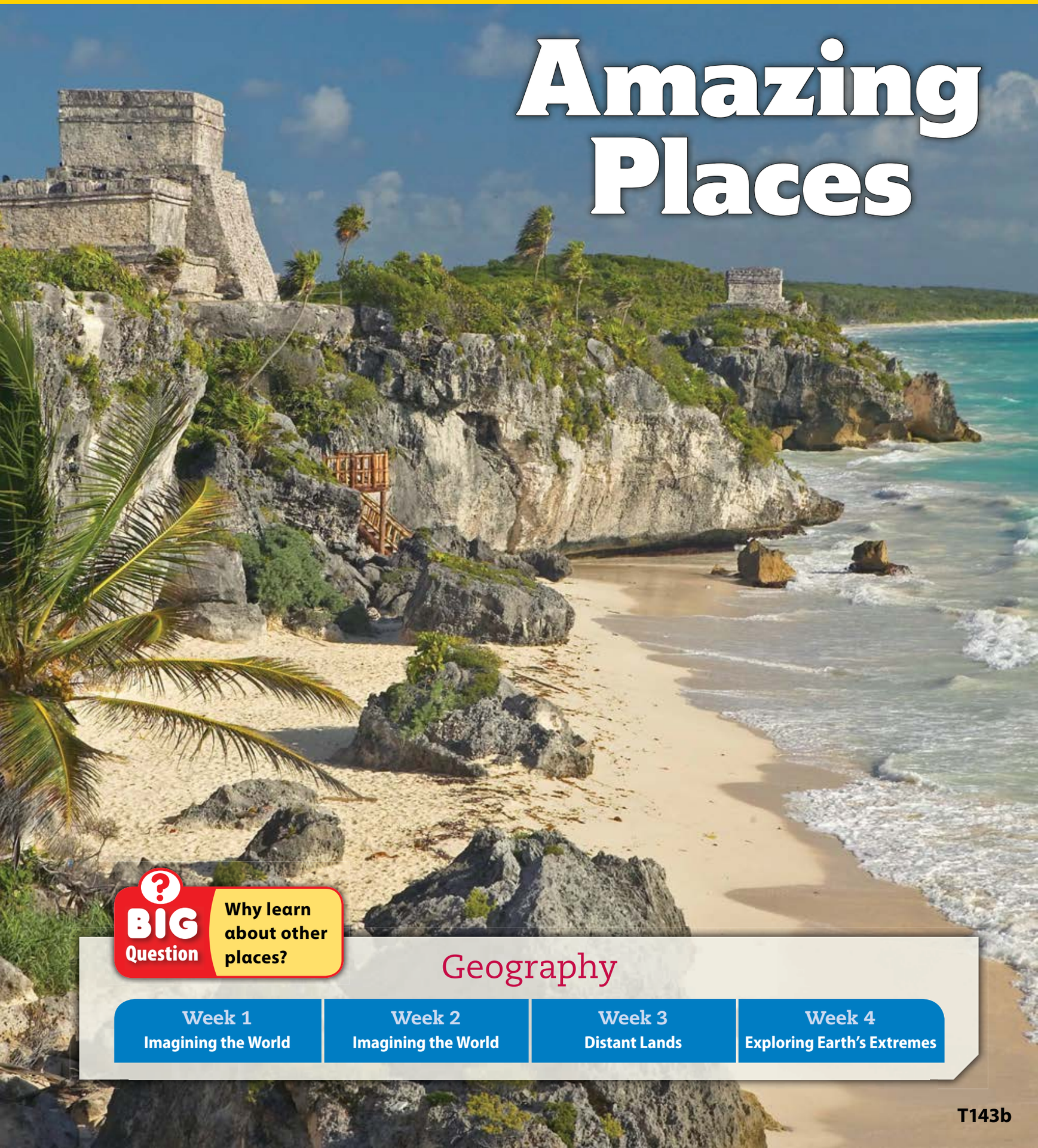
Small Group Reading Time

TEACHER	STUDENT
▪ Introduce Books ▪ Conduct Mini Lessons ▪ Monitor Small Group Reading ▪ Guide Discussion ▪ Assess Progress	▪ Read and Discuss Books ▪ Extend Content Knowledge ▪ Apply Reading Skills ▪ Connect and Compare Texts ▪ Demonstrate Comprehension

Learning Station Time

TEACHER	STUDENT
▪ Suggest Books for Independent Reading ▪ Introduce Learning Stations ▪ Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration ▪ Guide and Redirect as Needed	▪ Read Independently ▪ Complete Learning Station Activities ▪ Meet for Intervention, Reteaching, or Acceleration ▪ Work on Assigned Skills Practice

Amazing Places



BIG Question Why learn about other places?

Geography

Week 1	Week 2	Week 3	Week 4
Imagining the World	Imagining the World	Distant Lands	Exploring Earth's Extremes

Unit 3 Program Resources

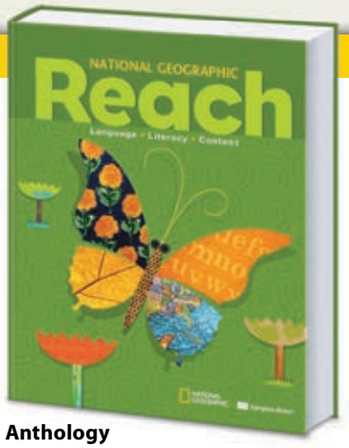
WHOLE GROUP TIME

NGReach.com

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

Student eEdition

Build Background Video



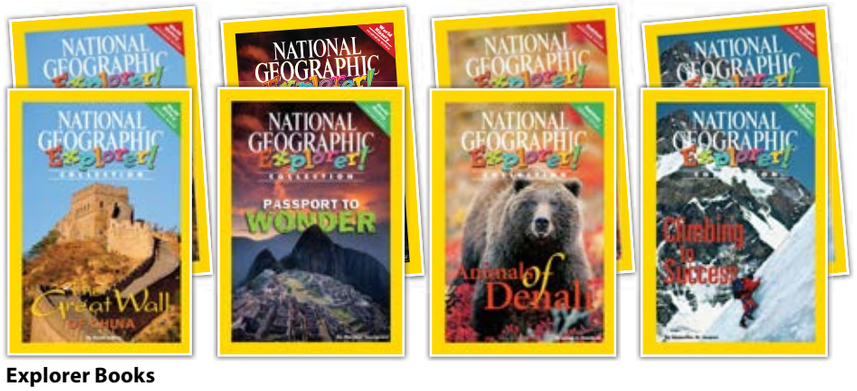
Anthology

Mark-Up Models 3.1, 3.2

SMALL GROUP READING TIME

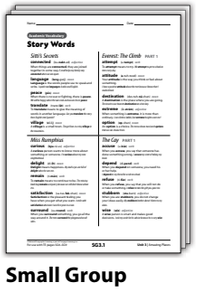
Fiction Books

Nonfiction Books



Explorer Books

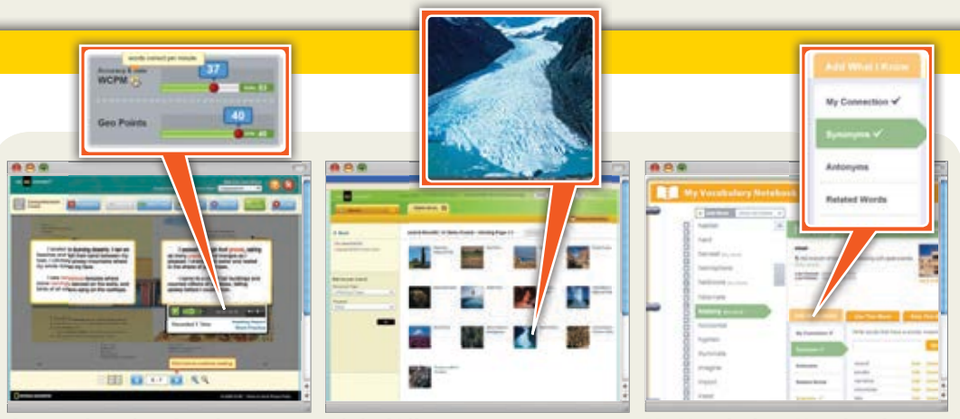
Leveled Book Finder



Small Group Reading Masters
SG3.1–SG3.32

LEARNING STATION TIME

NGReach.com

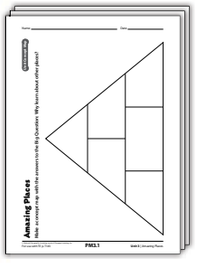


Comprehension Coach | **Digital Library** | **My Vocabulary Notebook**

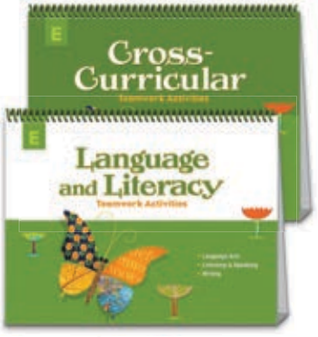
Student Technology

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

Practice Book
PM3.1–PM3.31



Practice Masters
PM3.1–PM3.31



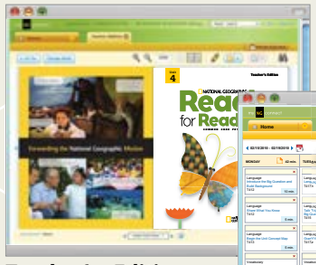
Teamwork Activities

ESL Kit

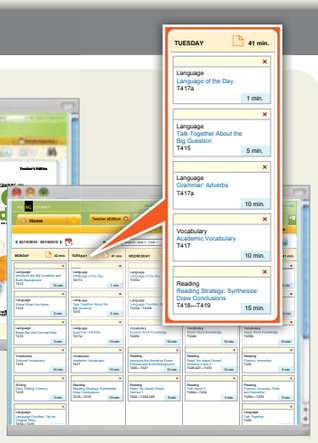
Reach into Phonics Kit

PLANNING RESOURCES

NGReach.com



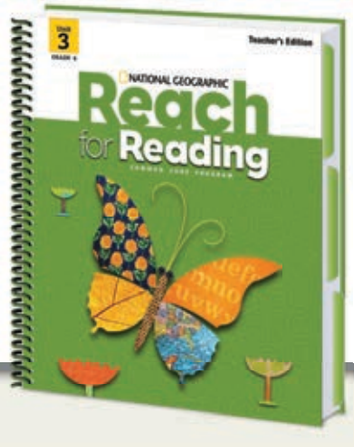
Teacher's eEdition



Online Lesson Planner

Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 3.1–3.37
- Family Newsletter 3 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



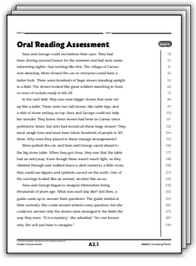
Teacher's Edition

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

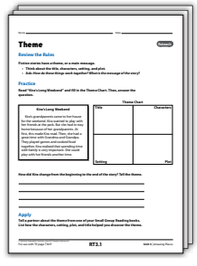
ASSESSMENT & RETEACHING

eAssessment™

ExamView®



Assessment Masters
A3.1–A3.44



Reteaching Masters
RT3.3–RT3.13

Unit 3 Skills at a Glance

BL = BELOW LEVEL OL = ON LEVEL
BL = BELOW LEVEL AL = ABOVE LEVEL ☑ = TESTED

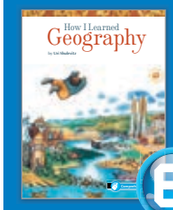
Introduce Unit 3

BUILD BACKGROUND VIDEO ▪ INTRODUCE THE BIG QUESTION

WHOLE GROUP TIME

Speaking and Listening	Language and Vocabulary	Reading

Week 1



eEdition

Speaking and Listening
- Give and Follow Directions
- Speak with Clear Language

Language and Vocabulary
- ☑ Daily Spelling and Word Work: Words with Long *e*, *i*, and *o* and Commonly Misspelled Words
- ☑ Daily Grammar: Plural Nouns and Words that Signal Nouns
- ☑ Social Studies Vocabulary
  country **continent** **equator** **globe** **hemisphere** **inhabitant** **map**
- ☑ Academic Vocabulary
  border **figurative language** **imagine** **range** **suggest** **theme** **transport** **visualize**

Reading

Read and Comprehend a Fictional Tale
- ☑ Visualize
- ☑ Determine Theme
- ☑ Fluency: Practice Intonation

Week 2

eEdition Interactive Whiteboard

Speaking and Listening
- Read Poetry Aloud
- Relate Readings to the Big Question

Language and Vocabulary
- ☑ Daily Spelling and Word Work: Multisyllabic Words and Commonly Misspelled Words
- ☑ Daily Grammar: Demonstrative Adjectives and Plural Nouns
- ☑ Word Origins

Reading

Read and Comprehend a Free Verse Poem
- ☑ Visualize
- ☑ Explain Figurative Language
  Read and Comprehend a Poem
  Identify Line Breaks
- ☑ Compare Figurative Language
- ☑ Fluency: Practice Expression, Accuracy, and Rate

Week 3

eEdition

Speaking and Listening
- Describe Places
- Connect Ideas

Language and Vocabulary
- ☑ Daily Spelling and Word Work: Words with VC*e* Pattern and Commonly Misspelled Words
- ☑ Daily Grammar: Collective Nouns
- ☑ Social Studies Vocabulary
  canyon **elevation** **landform** **ocean** **plain** **plateau** **valley**
- ☑ Academic Vocabulary
  feature **locate** **outline** **physical** **region** **surface**

Reading

Read and Comprehend a Social Studies Article
- ☑ Visualize
- ☑ Identify Main Ideas and Details
- ☑ Fluency: Practice Intonation

Week 4

eEdition Interactive Whiteboard

Speaking and Listening
- Explain with Details and Examples
- Relate Readings to the Big Question

Language and Vocabulary
- ☑ Daily Spelling and Word Work: Plurals with *-s*, *-es* and Commonly Misspelled Words
- ☑ Daily Grammar: Common and Proper Nouns and Irregular Plural Nouns
- ☑ Compound Words

Reading

Read and Comprehend a Profile
- ☑ Visualize
- ☑ Interpret Visuals
- ☑ Fluency: Practice Expression
  Read and Comprehend Profiles
- ☑ Compare Text Features

Unit 3 Wrap-Up

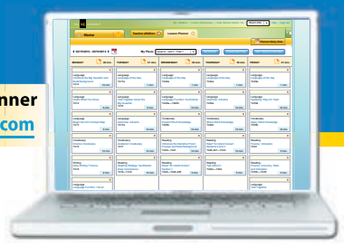
ANSWER THE BIG QUESTION ▪ UNIT PROJECTS

BIG Question **Why learn about other places?**

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
Power Writing Write About Theme Write About Visualizing Write About Setting Write with Figurative Language Write About "How I Learned Geography" **Daily Writing Skills:** Signal Words Writing Project: Write a Narrative	☐ *The Great Wall of China* BL *Sitti's Secrets* BL *Miss Rumphius* OL *Everest: The Climb, Part 1* AL *The Cay, Part 1*	**Speaking and Listening** Classroom Map; Describe a Setting **Language and Vocabulary** Vocabulary Games; My Vocabulary Notebook **Writing** My Special Place; Write a Description **Cross-Curricular** Find Your Way; Find People and Places **Reading and Intervention** Comprehension Coach; Author Study; Phonics; ESL Instruction	☑ Reading Comprehension Test ☑ Reading Strategy Assessment ☑ Oral Reading Assessment ☑ Vocabulary Test ☑ Spelling Test ☑ Writing, Revising, and Editing Test ☑ Writing Rubric
Power Writing Write with Figurative Language Write a Response Write to Reinforce Grammar Write a Poem Write About Theme **Daily Writing Skills:** Use Sensory Words and Phrases Writing Project: Write a Poem	☐ *Passport to Wonder* BL *The Cave Explorers* BL *The Flying Doctor* OL *Everest: The Climb, Part 2* AL *The Cay, Part 2*	**Speaking and Listening** Partner-Read a Poem; Dramatize a Poem **Language and Vocabulary** Vocabulary Games; My Vocabulary Notebook **Writing** Figurative Language; Write a Poem **Cross-Curricular** Natural Features Map; Study a Place **Reading and Intervention** Small Group Reading; Author Study; Phonics; ESL Instruction	☑ Reading Comprehension Test ☑ Reading Strategy Assessment ☑ Oral Reading Assessment ☑ Vocabulary Test ☑ Spelling Test ☑ Writing, Revising, and Editing Test ☑ Writing Rubric
Power Writing Write About Main Ideas and Details Write About Visualizing Write About Graphics and Diagrams Write a Description Write About "Extreme Places" **Daily Writing Skills:** Evaluate Information Research Project: Evaluate Sources	☐ *Animals of Denali* BL *Coober Pedy, Australia* BL *Egypt* OL *England: The Land* AL *South America: Geography and Environments*	**Speaking and Listening** Explore Extremes; Share Visualizations **Language and Vocabulary** Vocabulary Games; My Vocabulary Notebook **Writing** Go to Extremes; Describe an Extreme **Cross-Curricular** Extreme Environments; Play a Game **Reading and Intervention** Comprehension Coach; Author Study; Phonics; ESL Instruction	☑ Reading Comprehension Test ☑ Reading Strategy Assessment ☑ Oral Reading Assessment ☑ Vocabulary Test ☑ Spelling Test ☑ Writing, Revising, and Editing Test ☑ Writing Rubric
Power Writing Create a Graphic Write a Response Write to Reinforce Grammar Write to Explain an Article Write a Summary **Daily Writing Skills:** State Main Idea Clearly and Include Supporting Details Writing Project: Write a Research Report	☐ *Climbing to Success* BL *Race to the Pole* BL *To the Top: Climbing the World's Highest Mountain* OL *Matthew Henson* AL *The Boy Who Conquered Everest: The Jordan Romero Story*	**Speaking and Listening** Describe a Place; In Your Own Words **Language and Vocabulary** Vocabulary Games; My Vocabulary Notebook **Writing** Place to Place; Write Interview Questions **Cross-Curricular** Create a Relief Map; My Place, Your Place **Reading and Intervention** Small Group Reading; Internet Research; Phonics; ESL Instruction	☑ Unit Reading Comprehension Test ☑ Reading Strategy Assessment ☑ Oral Reading Assessment ☑ Vocabulary Test ☑ Spelling Test ☑ Unit Writing, Revising, and Editing Test ☑ Writing Rubric

Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

Day 1

Day 2

WHOLE GROUP TIME

Anthology

Speaking and Listening

5–10 minutes

Listen and Comprehend

Social Studies Background CC.4.SL.1.a; CC.4.SL.2
Introduce the Big Question; Preview Unit Projects T144–T145

Academic Talk
Give and Follow Directions T146

Read and Comprehend

Academic Talk CC.4.SL.1
Express Ideas Clearly T148a

Language and Vocabulary

15–25 minutes

Daily Spelling and Word Work CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
☑ Pretest: Long *e*, *i*, and *o* and Commonly Misspelled Words T143k

Daily Grammar CC.4.L.1; CC.4.L.2; CC.4.L.3
☑ Plural Nouns T143m

Social Studies Vocabulary CC.4.L.6
☑ Learn Key Words T146
continent **country** **equator** **globe** **hemisphere** **inhabitant** **map** **theme**

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1;CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
☑ Practice T143k–T143l

Daily Grammar CC.4.L.1; CC.4.L.2; CC.4.L.3
☑ Plural Nouns T143m

Academic Vocabulary CC.4.L.6
Learn More Key Words T148a–T149
border **imagine** **range** **suggest** **transport** **visualize**

Reading

20–40 minutes

Reading
Read Aloud: Realistic Fiction T147a

Comprehension CC.4.Rlit.2
☑ Analyze Theme T147a

Fluency CC.4.Rfou.4
☑ Model Intonation T147a

Reading CC.4.Rlit.10
Read a Letter T150

Comprehension CC.4.Rlit.10
☑ Learn to Visualize T150

Fluency CC.4.Rfou.4
☑ Practice Intonation T150

Writing

15–45 minutes

Power Writing T146 CC.4.W.10

Daily Writing Skills CC.4.W.2.c; CC.4.W.5; CC.4.L.1
Signal Words T143o

Writing CC.4.W.2; CC.4.W.10
Write About Theme T148

Writing Project: Write an Account CC.4.W.5
Study a Model T167a

Power Writing T148a CC.4.W.10

Daily Writing Skills CC.4.W.2.c; CC.4.W.5; CC.4.L.1
Signal Words T143o

Writing CC.4.W.2; CC.4.W.10
Write About Visualizing T150

Writing Project: Write an Account CC.4.W.4; CC.4.W.5; CC.4.W.6
Prewrite T167b

SMALL GROUP READING TIME

Fiction & Nonfiction

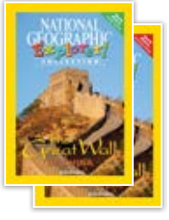
20 minutes

Read Social Studies Article

Vocabulary CC.4.L.6
Learn Social Studies Vocabulary SG5

Reading CC.4.Rinf.8
Explain Author's Use of Evidence SG4

Build Comprehension CC.4.Rinf.1; CC.4.Rinf.10 SG5



Read Fiction Books

Vocabulary
Learn Story Words SG6–SG7 CC.4.L.6

Reading CC.4.Rlit.10
Introduce SG6–SG7
Read SG8–SG9

☑ Determine Theme SG8–SG9 CC.4.Rlit.2

☑ Visualize SG8–SG9 CC.4.Rlit.10

LEARNING STATION TIME

20 minutes

Speaking and Listening T143i CC.4.Rlit.3; CC.4.L.3
Language and Vocabulary T143i CC.4.L.6
Writing T143i CC.4.W.3; CC.4.W.10
Cross-Curricular T143j CC.4.L.3; CC.4.W.6
Reading and Intervention T143j; SG68 CC.4.Rlit.2 CC.4.Rlit.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c; CC.4.Rfou.4.d

BIG Question **Why learn about other places?**

Day 3

Read and Comprehend

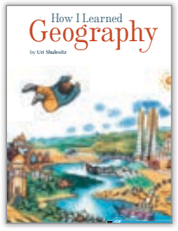
Academic Talk CC.4.SL.1; CC.4.SL.1.b
Preview and Predict T152

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.L.2; CC.4.L.2.d
☑ Practice-T143l

Daily Grammar CC.4.L.1; CC.4.L.3
☑ Words that Signal Nouns T143n

Vocabulary Practice CC.4.L.6
☑ Expand Word Knowledge T152

Reading CC.4.Rlit.10
Read a Story T153–T158



Comprehension CC.4.Rlit.2
☑ Analyze Theme T158
☑ Visualize T154–155; CC.4.Rlit.10
T156–157; T158

Fluency CC.4.Rfou.4
☑ Practice Intonation, Accuracy, and Rate T154–T155

Power Writing T152 CC.4.W.10

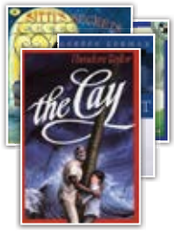
Daily Writing Skills CC.4.W.2.c; CC.4.W.5; CC.4.L.1
Signal Words T143p

Writing CC.4.W.10
Write About Setting T159

Writing Project: Write an Account CC.4.W.3; CC.4.W.4; CC.4.W.6; CC.4.W.10
Draft T167b

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG6–SG9



Reading CC.4.Rlit.10
Read and Integrate Ideas SG8–SG9
☑ Determine Theme CC.4.Rlit.2 SG8–SG9
☑ Visualize SG8–SG9 CC.4.Rlit.10

Day 4

Read and Comprehend

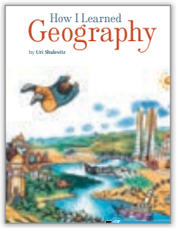
Academic Talk CC.4.Rlit.2; CC.4.SL.1.a
Summarize Reading T160

Daily Spelling and Word Work CC.4.L.4.c; CC.4.L.5.c
☑ Practice-T143l

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.2; CC.4.L.3
☑ Grammar and Writing T143n

Vocabulary Practice CC.4.L.6
☑ Share Word Knowledge T160
figurative language

Reading CC.4.Rlit.10
Read a Story T161–T165



Comprehension CC.4.Rlit.2
☑ Analyze Theme T161, T164
☑ Visualize T161; T164 CC.4.Rlit.10
Identify Figurative Language T162–T163 CC.4.L.5

Fluency CC.4.Rfou.4
☑ Practice Intonation T161

Power Writing T160 CC.4.W.10

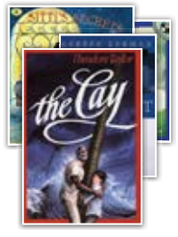
Daily Writing Skills CC.4.W.2.c; CC.4.W.5; CC.4.L.1
Signal Words T143p

Writing CC.4.W.10
Writer's Craft T165a

Writing Project: Write an Account CC.4.L.1; CC.4.L.2; CC.4.L.3; CC.4.W.5; CC.4.W.6; CC.4.W.10
Revise; Edit and Proofread T167c-T167d

Read Fiction Books

Vocabulary
Expand Vocabulary Through Wide Reading SG6–SG9 CC.4.L.6



Reading CC.4.Rlit.10
Read and Integrate Ideas SG8–SG9
☑ Determine Theme CC.4.Rlit.2 SG8–SG9
☑ Visualize SG8–SG9 CC.4.Rlit.10

Day 5

Review and Apply

Academic Talk CC.4.SL.1; CC.4.SL.1.a; CC.4.SL.1.c
Talk About "How I Learned Geography" T166

Daily Grammar CC.4.L.4.c; CC.4.L.5.c
☑ Review T143n

Vocabulary Review CC.4.L.4.c; CC.4.L.5.c
☑ Apply Word Knowledge T165b

Reading CC.4.Rlit.10
Reread a Story T153–T165

Comprehension CC.4.Rlit.2
☑ Analyze Theme T166a

Fluency CC.4.Rfou.4.b
Check Intonation, Accuracy, and Rate T167

Power Writing T165b CC.4.W.10

Daily Writing Skills CC.4.W.2.c; CC.4.W.5; CC.4.L.1
Signal Words T143p

Writing CC.4.W.1
Write About "How I Learned Geography" T166

Writing Project: Write an Account CC.4.W.10
Publish and Present T167d

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG6–SG9

Reading CC.4.Rlit.2; CC.4.Rlit.10; CC.4.SL.1.a
Connect Across Texts SG9

Writing CC.4.W.2
Choose a Writing Option SG8–SG9

ASSESSMENT & RETEACHING

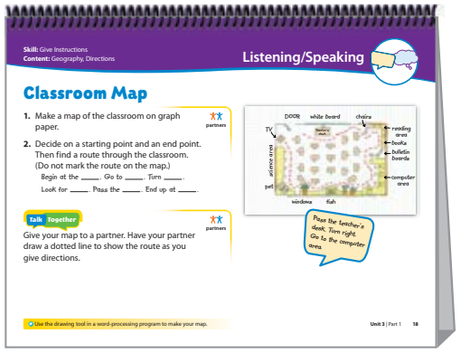
Assessment and Reteaching T167e-T167f

☑ Reading Comprehension Test A3.4–A3.5 CC.4.Rlit.2
Reading Strategy Assessment SG3.30–SG3.31 CC.4.Rlit.10
☑ Oral Reading Assessment A3.1–A3.3 CC.4.Rfou.4
☑ Vocabulary Test A3.6–A3.7 CC.4.L.6
☑ Spelling Test: Long *e*, *i*, and *o* and Commonly Misspelled Words T143k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
☑ Writing, Revising, and Editing Test A3.8–A3.9 CC.4.W.2.c; CC.4.W.5; CC.4.W.10; CC.4.b.1-3
Reteaching Masters RT3.1–RT3.3 CC.4.Rlit.2; CC.4.Rlit.10; CC.4.W.10

Week 1 Learning Stations

Speaking and Listening

Option 1: Classroom Map



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 18

Teacher's Guide on NGReach.com

graph paper • colored markers

Use Knowledge of Language	CC.4.L.3

Option 2: Describe a Setting

MATERIALS

drawing paper • colored markers

Have partners dictate drawings using illustrations from "How I Learned Geography."

- Ask one student to choose an illustration from the story and describe it verbally.
- As the first student speaks, have the other student draw what he or she visualizes.
- Have students compare the final drawing with the illustration described.
- Have partners reverse roles and repeat.

Describe a Setting	CC.4.Rlit.3

Language and Vocabulary

Key Words

border · continent · country · equator
figurative language · globe · hemisphere · imagine
inhabitant · map · range · suggest · theme
transport · visualize

Option 1: Vocabulary Games

NGReach.com **Online Vocabulary Games**

Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

Option 2: My Vocabulary Notebook

NGReach.com **My Vocabulary Notebook**

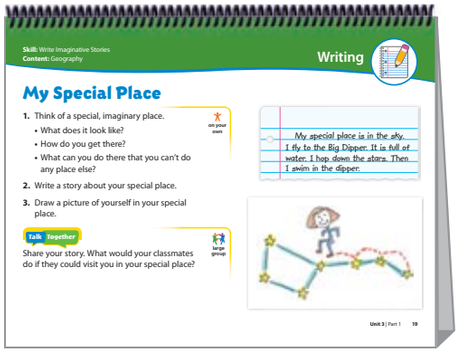
Have students expand their word knowledge.

- Ask students to add personal connections to the new Key Words using the My Connection feature.
- Under Add More Information > Related Words, have students add the plural form of each noun.

Acquire and Use Conversational, Academic, and Domain-Specific Words	CC.4.L.6

Writing

Option 1: My Special Place



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 19

Teacher's Guide on NGReach.com

drawing paper • colored markers

Write Narratives	CC.4.W.3

Option 2: Write a Description

PROGRAM RESOURCES

Digital Library: Language Builder Picture Card E39

Display the image and have student respond to the following prompt:

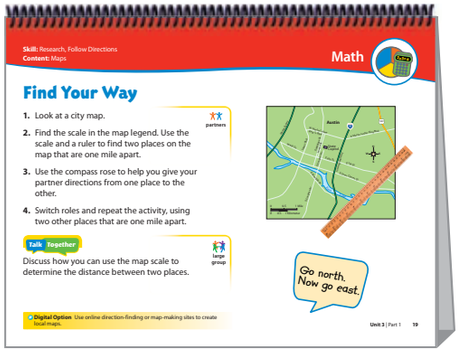
> Imagine you are in this place and you want to describe it to your friends, who are not there. Write a description. Tell what you can see, hear, smell, and touch.

Write Over Shorter Time for Specific Audiences	CC.4.W.10

= one student = two students = three or more students

Cross-Curricular

Option 1: Find Your Way



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 19

Teacher's Guide on NGReach.com

city maps • rulers

Use Knowledge of Language	CC.4.L.3

Option 2: Research People and Places

NGReach.com **Student Resources**

Have students research and describe a country of their choice.

To select their country, have students go to Resources > Unit 3 > Learning Stations > Week 1 > Countries. Encourage students to explore the informational tabs as they develop a short description of their chosen country.

Use Technology	CC.4.W.6

Reading

Option 1: Comprehension Coach

NGReach.com **Comprehension Coach**

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

Option 2: Author Study

Uri Shulevitz

Comparison Chart

	Setting	Characters	Plot	Theme
Dawn				
The Treasure				

MATERIALS

books by Uri Shulevitz such as Dawn, The Travels of Benjamin Tudela, *and* The Treasure

As students read multiple books over the week, have them develop the comparison chart.

Then have partners use their charts to discuss the similarities and differences in the books, including the characters, settings, plots, and themes.

Students may wish to select from additional recommended books. See **Independent Reading** on page SG68.

Determine Theme	CC.4.Rlit.2
Read and Comprehend Literature	CC.4.Rlit.10

Intervention

Option 1: Phonics Games

NGReach.com **Online Phonics Games**

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

For Reteaching Masters, see pages RT3.1–RT3.3.

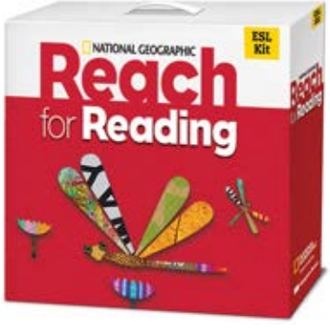
Additional Resources

Reach into Phonics

Lessons 33 and 34

Use context to Confirm or Self-Correct Word Recognition and Understanding	CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T144–T167

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Spell Words with Long *e*, *i*, and *o***
- ☑ **Use Commonly Misspelled Words Correctly**

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	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 Long *e*, *i*, and *o*	
1. because	I study geography ***because*** I am interested in different countries.
2. equal	Do 5,280 feet ***equal*** a mile?
3. female	We saw a ***female*** lion lead her cubs across the grassy plain.
4. meter	This world map is more than a ***meter*** wide.
5. react	When I don't understand what someone says, I ***react*** by making gestures.
6. climate	A city near the equator usually has a warm ***climate***.
7. final	At last we reached Argentina, our ***final*** destination!
8. item	She listed the things she needed for the trip and checked off each ***item*** as she packed it.
9. private	My brothers shared a room in the hotel, but I had a ***private*** room.
10. silence	The cry of a wolf broke the ***silence*** of the forest.
11. frozen	I saw a TV show about the ***frozen*** Arctic.
12. notice	In a new place, I pay attention so that I'll ***notice*** everything.
13. overseas	My friend moved to the United States from ***overseas*** in Portugal.
14. polar	***Polar*** bears live in cold regions and have thick white fur.
15. program	Do you want to watch a travel ***program*** about Russia?
Watch-Out Words	
16. heard	We ***heard*** a rumbling sound in the rain forest.
17. herd	Then a ***herd*** of elephants crashed through the trees!
18. it's	***It's*** interesting to learn about different places.
19. its	China and ***its*** history fascinate me.

VCV Pattern Day 2 — Option 1

MATERIALS

index cards, 15 per pair of students • scissors • colored pencils

Teach

Display the word *meter*, circle the *e* and pronounce the word. Explain: *When the first vowel sound in a word is long, you divide the word after the first vowel.*

Prepare

- Have student pairs write each of the first 15 spelling words on a card, using a different color for the first vowel in each word.
- Have pairs cut each card in two after the first vowel and scatter the card parts so that all word parts are visible.

Play a Game

- Have partners take turns matching word parts to recreate the set of words.
- Have students chorally read the 15 words aloud.

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

Comic Strips Day 2 — Option 2

Make a Drawing

Have students use as many spelling words as possible to create one or more comic strips to be displayed in the classroom.

Demonstrate Command of Spelling	CC.4.L.2
Spell Grade-Appropriate Words	CC.4.L.2.d

Homophone Hints Day 2 — Option 3

Play a Game

Have partners write hints to aid memory of each Watch-Out Word. For example: *Today I hear you; yesterday I* heard *you.* Have them color the word *hear* inside the word *heard* as a visual reminder.

Demonstrate Command of Usage	CC.4.L.1
Use Frequently Confused Words	CC.4.L.1.g

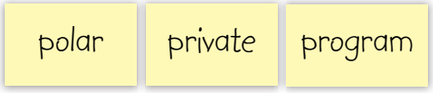
= one student = two students = three or more students

Alphabetize Day 3 Option 1

MATERIALS
index cards, 19 per student • dictionary

Prepare
Have each student write each spelling word on a separate card.

Play a Game
- Have each student turn his or her cards face down and mix them up.
- At a signal, students turn over their cards and arrange them in alphabetical order as quickly as they can. Allow students to use a dictionary to determine the correct order for *its* and *it's*. (its, it's)
- At another signal, have students count the number of words alphabetized correctly. Assign a point for each correctly alphabetized word.
- Have students remix the cards for another round.
- After several rounds, the winner is the student with the most points.



Demonstrate Command of Spelling	CC.4.L.2
Spell Grade Appropriate Words	CC.4.L.2.d

Mystery Words Day 3 Option 2

Prepare
- Assign a "mystery word" from the spelling list to each pair of students.
- Have partners work together to create five clues to help other students identify the word.
- Have partners arrange the order of the clues so that each clue helps narrow down the possibilities and the last clue is the most obvious.

Mystery Word: **silence**
Clue 1: The mystery word has 7 letters. (s i l e n c e)
Clue 2: The mystery word has 2 syllables. (si–lence)
Clue 3: The mystery word has 3 vowels. (i, e, e)
Clue 4: The mystery word contains a "c".
Clue 5: The mystery word will complete this sentence:
The visitors enjoyed the __ of the empty room. (silence)

Play a Game
- Have each pair of students present its clues, one at a time.
- After hearing each clue, the other players write down all the words that match the clues to that point.
- After the next clue, students cross off words that do not match the new clue.
- When a student has the answer, she or he calls it out.
- As soon as the correct word has been called, the next pair presents its clues. Continue until all "mystery words" have been identified.

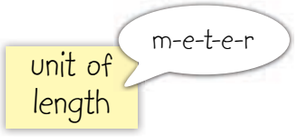
Apply Phonics and Word Analysis Skills	CC.4.Rfou.3

Use a Dictionary Day 4 Option 1

MATERIALS
index cards, 19 per pair of students • dictionary

Prepare
- Have each pair write each spelling word on a separate card.
- Have partners look up each word in a dictionary and write its definition on the back of the appropriate card.

Play a Game
- Have students place the cards on the table with the definitions visible.
- Have students take turns picking a definition, then stating and spelling the word that goes with it.
- If a student states the wrong word or misspells the correct word, the card goes back on the table.

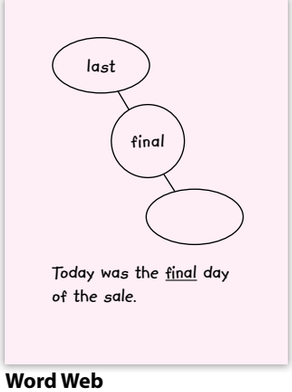


Consult Print or Digital References	CC.4.L.4.c

Word Webs Day 4 Option 2

Use Graphic Organizers
Have partners make a word web for each of the following words: *final, silence, female, item, notice, climate*.

- Have students write the spelling word in a circle in the center.
- Have students use a thesaurus to find synonyms to add to the web.
- At the bottom of the web, have students write an original sentence using the spelling word.
- Extend the activity by having students use a word processing program to create their word webs electronically.



Word Web

Consult Print or Digital References	CC.4.L.4.c
Understand Synonyms	CC.4.L.5.c

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Imagining the World

- ☑ **Grammar: Use Plural Nouns**
- ☑ **Grammar: Words that Signal Nouns**

COMMON CORE STANDARDS

Demonstrate Command of Grammar and Usage	CC.4.L.1
Demonstrate Command of Spelling	CC.4.L.2
Use Knowledge of Conventions	CC.4.L.3

Day 1

PROGRAM RESOURCES
Plural Nouns: eVisual 3.2

MATERIALS
markers for tossing game

Teach the Rules

Use the suggestion on page T148 to introduce plural nouns. Use **eVisual 3.2** to teach and provide examples.

Plural Nouns

• To make most nouns plural, add **-s**.	inhabitant → inhabitant**s** map → map**s**
• Add **-es** to nouns that end in **x**, **ch**, **sh**, **ss**, **z**, and sometimes **o**.	bench → bench**es** wish → wish**es** box → box**es** potato → potato**es**

NGReach.com **Plural Nouns: eVisual 3.2**

Play a Game

Have partners use the word bank below to play "Toss and Spell." Explain:

- *Write one word in each square of a 12-square grid.*
- *Take turns tossing a marker into a square. Write the plural form of the noun under the word. Check the spelling. If it is correct, write your name in the square.*
- *After six turns each, count all the squares with your name. Who has more?*

dish	fox	window	beach	waltz	class
arch	sash	tomato	hour	temple	ax

Differentiate

EL English Learners

ISSUE In Spanish, plurals are formed by adding *-s* to nouns that end in a vowel and *-es* to nouns ending in a consonant or *y*.

STRATEGY Create a chart with examples in Spanish and English. Contrast endings and invite students to add examples.

English		Spanish	
Singular	Plural	Singular	Plural
desert	desert**s**	desierto	desierto**s**
temple	temple**s**	templo	templo**s**
hotel	hotel**s**	hotel	hotel**es**
color	color**s**	color	color**es**

Day 2

PROGRAM RESOURCES
More Plural Nouns: eVisual 3.7

MATERIALS
markers for tossing game

Teach the Rules

Use the suggestion on page T151 to review plural nouns. Use **eVisual 3.7** to teach and provide examples.

More Plural Nouns

• For most nouns that end in **y**, change the **y** to **i** and add **-es**.	family i → famil**ies** country i → countr**ies**
• For nouns that end with a vowel and **y**, just add **-s**.	day → day**s** boy → boy**s**
• For some nouns that end in **f** or **fe**, drop the **f** or **fe** and add **-ves**.	leaf → lea**ves** wife → wi**ves**

NGReach.com **More Plural Nouns: eVisual 3.7**

Play a Game

Have partners use the directions for Day 1 and the word bank below to play "Toss and Spell."

half	toy	penny	life	chimney	story
valley	knife	yourself	city	ability	Monday

Differentiate

SN Special Needs

ISSUE Students are confused by the rules that involve changing the base word so they cannot play the game successfully.

STRATEGY Provide slips of paper for students to use to manually form the spelling changes. For example, make a slip for each of these: *famil/y/i/es*. Help students form the word *family* with *famil* and *y*. Have them remove the *y*, replace it with *i*, and add *es*.

= one student = two students = three or more students

Day 3

PROGRAM RESOURCES

Game: Practice Master PM3.3

Teach the Rules

Use the suggestion on page T159 to introduce words that signal nouns. Then review: *The words* a, an, the, *and* some *signal a noun. Use* a *and* an *with a singular noun and* some *with a plural noun. Use* the *with both.* Point out that *an* is used before a word that starts with a vowel sound or silent *h*.

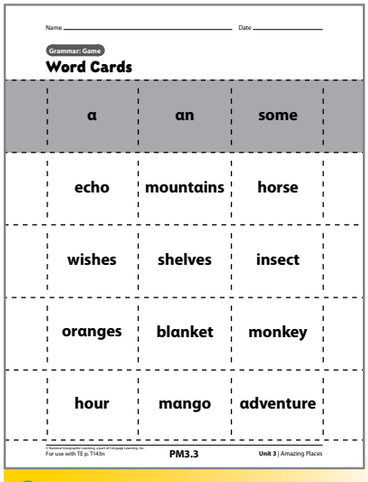
Singular	Plural
• a building the town an ocean an herb	• some families the buildings

Play a Game

Have partners play "Make a Match." Explain:

- *Create word cards from* **Practice Master PM3.3.**
- *Select a white card. Match it with a gray card and say the phrase, such as "an echo."*
- *If your partner agrees that the match is correct, keep the white card. If not, your partner takes a turn.*

Discuss why *the* is not a card in the game. (*The* can go before every word in the game.)



Name _____ Date _____

Grammar: Game

Word Cards

	a	an	some
	echo	mountains	horse
	wishes	shelves	insect
	oranges	blanket	monkey
	hour	mango	adventure

PM3.3 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.3**

Differentiate

EL English Learners

ISSUE There are no indefinite articles *(a, an),* in Chinese, Hmong, Korean, and Vietnamese.

STRATEGY Review when to use *a* or *an* before a noun. Provide sentences with blanks for the indefinite articles, such as She eats _____ apple; We went to _____ movie. Have students complete the sentences with the correct indefinite articles.

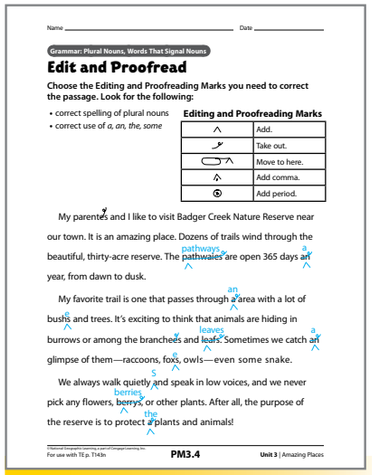
Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.4

Grammar and Writing

Distribute **Practice Master PM3.4**. Have students use editing and proofreading marks to correct errors with plural nouns and words that signal nouns.



Name _____ Date _____

Grammar: Plural Nouns, Words That Signal Nouns

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct spelling of plural nouns
- correct use of *a, an, the, some*

Editing and Proofreading Marks

^	Add.
⌒	Take out.
⌒^	Move to here.
^	Add comma.
⊙	Add period.

My parentes and I like to visit Badger Creek Nature Reserve near our town. It is an amazing place. Dozens of trails wind through the beautiful, thirty-acre reserve. The pathwales are open 365 days an year, from dawn to dusk.

My favorite trail is one that passes through a area with a lot of bushs and trees. It's exciting to think that animals are hiding in burrows or among the branchees and leafs. Sometimes we catch an glimpse of them—raccoons, foxs, owls—even some snake.

We always walk quietly and speak in low voices, and we never pick any flowers, berrys, or other plants. After all, the purpose of the reserve is to protect plants and animals!

PM3.4 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.4**

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A3.8–A3.9

Review and Assess

Display the chart below. Challenge students to write as many plural nouns as they can for each category in two minutes. Then have partners trade charts, choose a word from each category, and write sentences with the words.

-s	-es	*y* to *i* add *-es*	*f* or *fe* to *-ves*

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

Week 1 Daily Writing Skills

OBJECTIVE

Thematic Connection: Imagining the World

☑ **Use Signal Words in Writing**

COMMON CORE STANDARDS

Link Ideas Using Words or Phrases	CC.4.W.2.c
Revise Writing	CC.4.W.5
Demonstrate Command of Usage	CC.4.L.1

Introduce Signal Words Day 1

PROGRAM RESOURCES

Signal Words Passage: eVisual 3.3
Signal Words Chart: eVisual 3.4

Teach the Skill

Signal Words Passage

Spring is a special time in Japan because the cherry blossoms are in bloom. The pink and white flowers are beautiful, but they only last a short time. Newspapers report where cherry trees are about to burst into bloom so people can plan visits. The Japanese want to see the fragile flowers before they drift to the ground.

NGReach.com **Signal Words Passage: eVisual 3.3**

INTERACTIVE WHITEBOARD TIP: After reading, underline the signal words: *because, but, so, before.*

Chorally read the paragraph. Then explain the skill: *Signal words help connect the ideas in this paragraph. For example, I see the signal word* because *in the first sentence connects spring in Japan with cherry blossoms.*

Repeat with: *but, so,* and *before*. Then explain: *Different signal words have different purposes.* Display and discuss the chart.

Purpose	Signal Words	Example
To show sequence	*first, second, third, next, then, finally*	**First** I cooked. **Then** I ate.
To show time	*now, today, soon, before, after, recently, in the past*	**Now** we are working. We will finish **soon**.
To compare	*both, same, alike, similar, unlike, different, but*	I like movies, **but** Rana prefers books.
To show cause and effect	*because, so, since, as a result*	It was hot **so** they swam.

NGReach.com **Signal Words Chart: eVisual 3.4**

INTERACTIVE WHITEBOARD TIP: Cover signal words in examples. Have students erase to reveal them.

Sequence Signal Words Day 2 Option 1

MATERIALS

timer

Introduce

Have students get the paragraphs they wrote about theme from their Weekly Writing folders. Explain that they can use sequence signal words to put the plot events in order.

Practice

Copy and display these sequence signal words: *first, second, third, next, then, finally.* Then give students two minutes to revise their paragraphs to include the signal words. Have students review their writing and then share it in small groups.

Sequence Signal Words Day 2 Option 2

Introduce

Copy and display these numbered sentences about making scrambled eggs:

1. I melted a pat of butter in the pan.
2. I stirred the eggs until they were fluffy.
3. I cracked three large eggs into the butter.
4. I put a frying pan on the stove and turned the heat to low.
5. I turned off the heat and put the eggs on a plate.

Practice

Have partners renumber the steps into the correct sequence. (*4, 1, 3, 2, 5*) Then have each pair of students use the numbered sentences to write a paragraph, adding signal words to clarify the sequence.
Have partners check the order of their sentences and use of signal words as you read the paragraph aloud:

First, I put a frying pan on the stove and turned the heat to low. Next, I melted a pat of butter in the pan. Then I cracked three large eggs into the butter. Then, I stirred the eggs until they were fluffy. Finally, I turned off the heat and put the eggs on a plate.

Signal Words

SUGGESTED PACING

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

Time Signal Words Day 3 Option 1

Introduce

Point to the illustrations on pages 146, 148, and 150. Explain: *This is Vanita. You will use time signal words in a paragraph about all the things she does.* Have partners turn and talk about Vanita and her adventures.

Practice

Post time signal words: *now, today, soon, before, after, recently, in the past*. Have partners write their paragraph with some of the signal words. When writing is complete, have partners compare their stories with another pair.

Comparison Signal Words Day 3 Option 2

MATERIALS

timer

Introduce

Have each student think of a pair of objects at home or on the playground to compare.

Practice

Allow three minutes for students to use comparison signal words and write a paragraph about the objects. If students need extra support, display a cloze paragraph:

The _____ and the _____ are both _____. They are different in some ways. The _____, but the _____. The _____. They are similar because they both _____.

After writing, have each student circle the comparison signal words (*both, different, but, similar, both*).

Cause-and-Effect Signal Words Day 4

Introduce

Read aloud page 154. Copy and display this cause-and effect chain to paraphrase the story event:

Cause	Effect
Because war devastated the land,	→ the family left home.

Cause-and-Effect Chain

Practice

Display cause-and-effect signal words: *because, so, since, as a result*. Arrange pairs and assign each pair one page of the story (pages 155–159). Each pair creates a cause-and-effect chain that tells why the event on the page happened.

Tell students to use at least one cause-and-effect signal word in their cause-and-effect chains. Invite pairs to read aloud their cause-and-effect chains to another pair of students. Encourage students to discuss how the signal words connect events.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.8–A3.9

Review the Skill

Provide sentence frames. Direct partners to write a sentence that completes each frame.

First, _____. Then, _____.	_____ and _____ are both _____.
Finally, _____.	In winter _____, but in summer _____.
Before we _____, we _____.	
Because _____, _____.	

Then have students circle the signal words.

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

Day 1 Introduce Unit 3

OBJECTIVE

Thematic Connection: Imagining the World

Preview Content by Paraphrasing Information

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

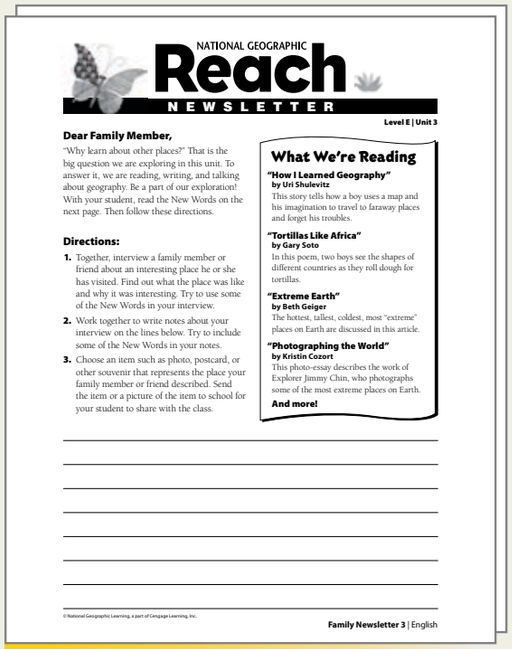
Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Unit 3 Build Background Video

MATERIALS

drawing paper • markers and colored pencils • scissors



NATIONAL GEOGRAPHIC Reach NEWSLETTER

Level E | Unit 3

Dear Family Member,

"Why learn about other places?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about geography. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview a family member or friend about an interesting place he or she has visited. Find out what the place was like and why it was interesting. Try to use some of the New Words in your interview.
2. Work together to write notes about your interview on the lines below. Try to include some of the New Words in your notes.
3. Choose an item such as photo, postcard, or other souvenir that represents the place your family member or friend described. Send the item or a picture of the item to school for your student to share with the class.

What We're Reading

"How I Learned Geography"
by Uri Shulevitz
This story tells how a boy uses a map and his imagination to travel to faraway places and forget his troubles.

"Tortillas Like Africa"
by Gary Soto
In this poem, two boys see the shapes of different countries as they roll dough for tortillas.

"Extreme Earth"
by Beth Geiger
The hottest, tallest, coldest, most "extreme" places on Earth are discussed in this article.

"Photographing the World"
by Kristin Cozort
This photo-essay describes the work of Explorer Jimmy Chin, who photographs some of the most extreme places on Earth.

And more!

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

NGReach.com **Family Newsletter 3** in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Draw on Information to Explore Ideas	CC.4.SL.1.a
Paraphrase Visual, Quantitative, and Oral Information	CC.4.SL.2

WARM-UP

Point to the photo on pages 144–145. Explain: *This Maya temple in Mexico is thousands of years old.* Ask: *What do you think is amazing about the land, plants, or water around it?*

Social Studies Background

1 Big Question **Anthology** page 144

Have a volunteer read the Big Question. Explain that this unit is about geography, or the study of land and places on Earth. Students will be reading about many different places in order to answer the question. Distribute **Family Newsletter 3.**

2 Share What You Know **Anthology** page 145

Activate prior knowledge: *What are some amazing places that you have visited or know about?* Display **Student eEdition** page 145, review the instructions, and distribute materials. Have students post their story strips and describe the best things about their places.

3 Build Background Video

Set a purpose: Watch and listen for why it is important to learn about other places. Invite students to take notes. Then discuss the video:

- *What are some of the places in the video like?*
- *Have you ever been to or read about any of these places?*

Mini Lesson

Analyze Audio and Images

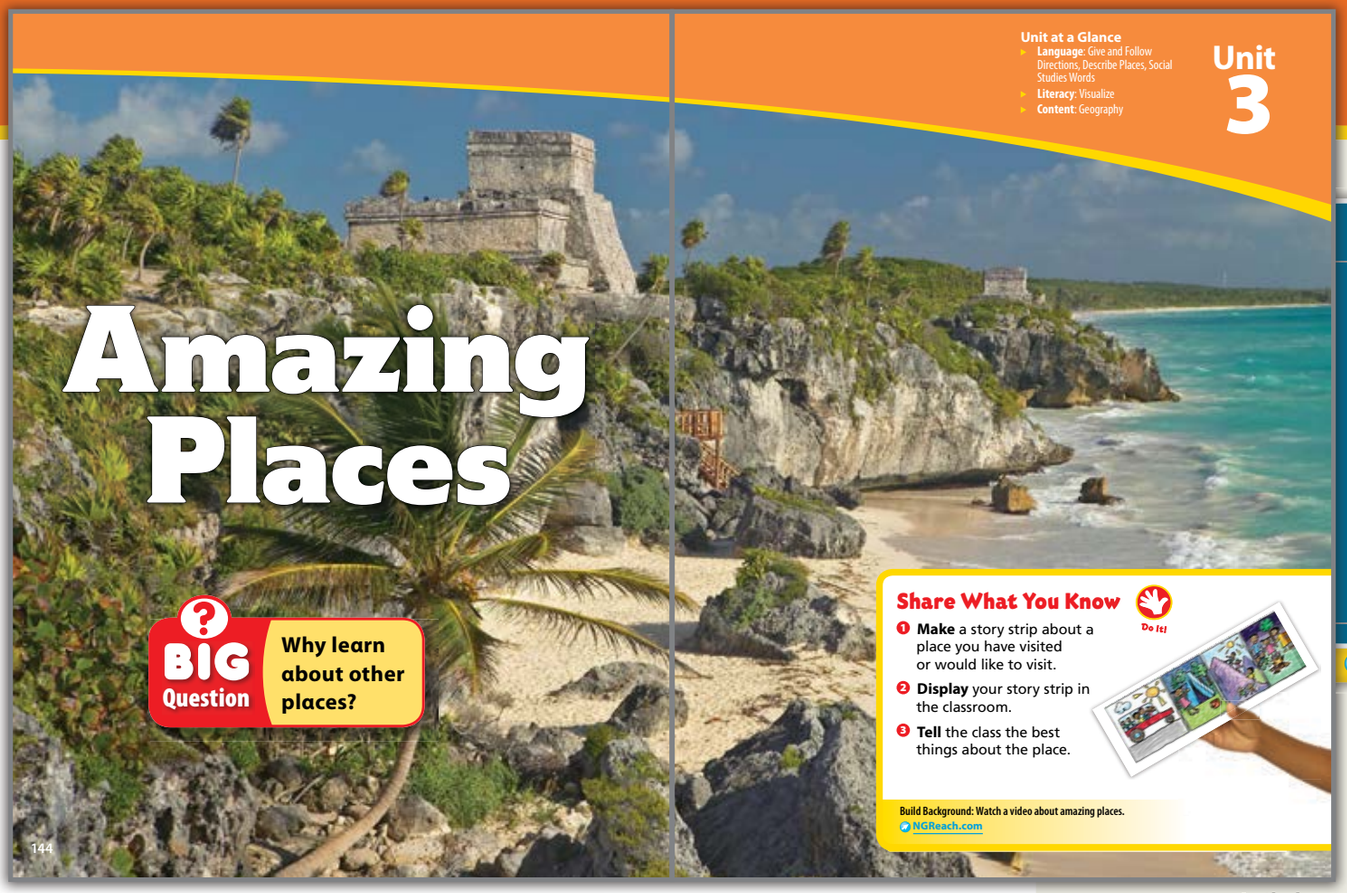
Explain: *Audio and images work together to help you understand ideas.* Replay the video and pause after the information on highest and lowest places.

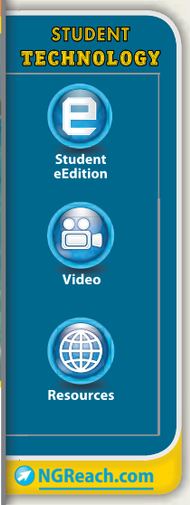
Think aloud: *The audio gives me interesting facts. The images show how the places look. A graphic shows the elevation, or height from the sea.*

Play short segments of the video, pausing and asking partners to explain how audio and images help them understand the content.

Have students paraphrase the information to determine whether they understand the content conveyed through images and audio.

NGReach.com **Build Background Video**





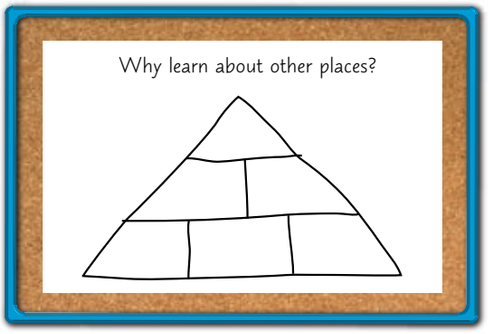
Anthology
pages 144–145

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Ask students to flip through the unit, and prompt them to predict: *What do you think you will learn?* Responses should include specific examples from the unit. Have pairs compare pages that they find interesting.

Display the unit concept map using **Student eEdition** page 212 or on a bulletin board in the classroom. Explain: *As you go through this unit, you will be organizing your answers to the Big Question on a concept map.* Distribute **Practice Master PM3.1** and model how to fill in a concept map. Ask: *What ideas can we add from the Build Background Video?*



Concept Map

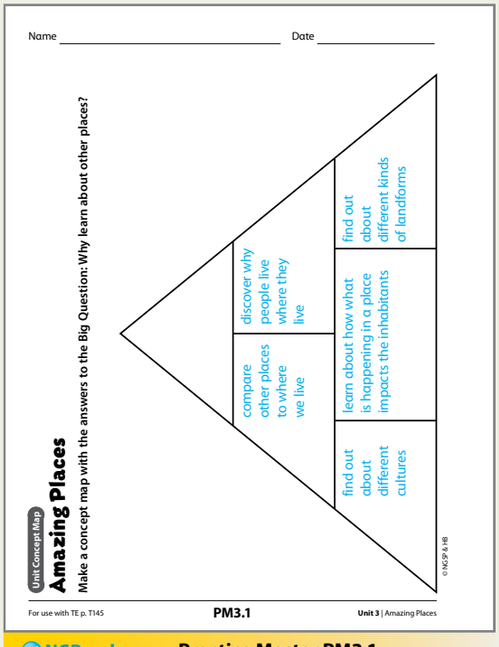
5 Preview Unit Projects

Point out the projects using **Student eEdition** page 213. Have students read the project options so they can think about which one they will choose.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T143o–T143p)
- ✓ Power Writing (T146, T148a, T152, T160, T165b)
- ✓ Writing (T148, T150, T159, T165a, T166)
- ✓ Writing Project (T167a–T167d)



NGReach.com **Practice Master PM3.1**

Day 1 Listen and Comprehend

Realistic Fiction

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Use Domain-Specific Words**
- ☑ **Determine Theme**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3
Unit Concept Map: Practice Master PM3.1
Theme Chart: Practice Master PM3.2

TECHNOLOGY ONLY

Sing with Me MP3
Digital Library: Key Word Images
My Vocabulary Notebook
Read Aloud: eVisual 3.1

MATERIALS

timer • map of the school • globe or world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine Theme	CC.4.RIit.2
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Write Over Shorter Time for Specific Purposes	CC.4.W.10
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

Academic Talk

1 Give and Follow Directions

Anthology page 146

Read the instructions and play the **Sing with Me Language Song**: "A Map to My Home." Explain that a listener needs precise, or specific, words to follow the directions.

- Prompt one or two students to name a place in the school.
- Sketch a simple map from your classroom to the location.
- Point out the Language Frames at the top of page 146.
- With a volunteer, model how to give detailed directions from the classroom to the place, using accurate and precise language.
- Have another volunteer follow directions by tracing the route on the map with a finger.

Distribute school maps to partners. Speakers pick a secret destination and give directions to a partner. Listeners trace the directions on the map and identify the destination. Have pairs switch roles after two minutes.

Social Studies Vocabulary

2 Key Words

☑ **Anthology** page 147

Explain and model using **Vocabulary Routine 1** and the diagram on **Student eEdition** page 147 to learn the Key Words.

Key Words

continent · country · equator
globe · hemisphere
inhabitant · map

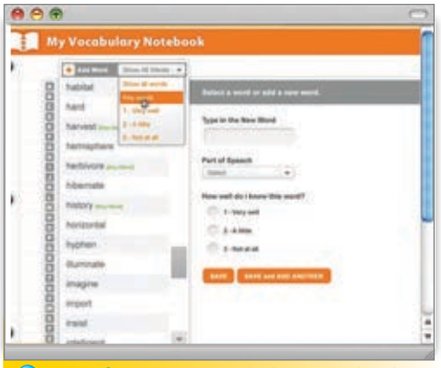
- ***Pronounce the word** and point to the image:* **hemisphere**.
- ***Rate the word**. Hold up your fingers to show how well you know the word. (1 = very well; 2 = a little; 3 = not at all) Tell what you know about this word.*
- ***Define the word**: A **hemisphere** is one half of Earth.*
- ***Elaborate**. Relate words to knowledge and experience: If you divide Earth in half at the **equator**, we live in the Northern **Hemisphere**.*

*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 147. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**



NGReach.com **My Vocabulary Notebook**

Anthology
pages 146–147

3 Talk Together **Anthology** page 147

Have partners use a globe or map to take turns giving and following directions. Provide an example, such as: *Begin in the Western* ***Hemisphere****. Go to the* ***continent*** *of South America.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ☑

As students give directions, 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:

- *The imaginary line around Earth's middle is the _____.* (**equator**)
- *The* ***equator*** *divides Earth into two _____.* (**hemispheres**)
- *A large mass of land like Africa is a _____.* (**continent**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3** for translations in seven languages. Use cognates for Spanish speakers:

continent/continente	*equator/ecuador*
globe/globo	*hemisphere/hemisferio*
inhabitant/habitante	*map/mapa*

BL Below Level

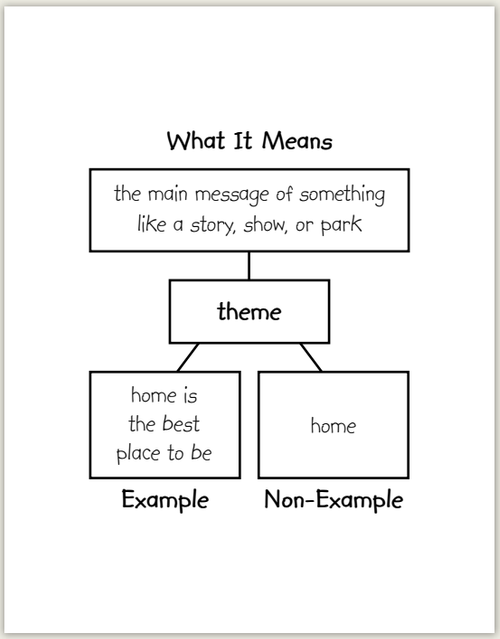
ISSUE Students cannot think of definitions.

STRATEGY Provide a resource. Have students use the definitions on **Anthology** pages 616–639 to complete step three of the routine. They can use the sample sentences as models for how to elaborate.

Listen and Comprehend

Realistic Fiction

Word Map



Fluency

Model Intonation Explain the concept: *Fluent readers raise and lower their voices as they read text. When you read a statement, your voice rises and then falls at the end. When you read a question, your voice rises at the end.* Model intonation with sentences from "No Place Like Home." Have students practice intonation by reading aloud the story text on **Anthology** page 148.

Comprehension

4 Theme ☑ Anthology page 148

Read the first paragraph on page 148. Use a Word Map to teach the term ***theme***. Then display **eVisual 3.1** and read aloud "No Place Like Home." As you begin, circle or point to the title and say: *The title **suggests** that the **theme** will be about the importance of home.*

Read Aloud — Realistic Fiction

No Place Like Home

Ana Ramos lived with her mother in a pretty brick house. She loved her mother, and she loved their happy, cheerful home.

More than anything, Ana loved to read about different places around the world. What are the beaches of Costa Rica like? she wondered. She had a million other questions: What is life like on the **equator**? How big is the Great Wall of China?

Often she would stay up late at night poring over her **globe** and **maps**. In the morning her mother always asked, "What did you learn last night?"

Ana's goal was to travel to each **continent**, so for many years she worked hard at her mother's grocery store to save money. When she had enough, she went off to explore the big wide world! The sites were amazing, but after a while Ana grew weary of visiting different **countries**. She missed her mom's busy store and their conversations in the morning. She missed seeing her mom every day.

So she ended her journey and headed home. Ana is still fascinated by the world and its **inhabitants**, but she knows that for her home is the best place to be.

NGReach.com **Read Aloud: eVisual 3.1**

INTERACTIVE WHITEBOARD TIP: Circle the details students would add to their theme chart.

5 Map and Talk Anthology page 148

After students read how to make a theme chart, ask questions, such as: *Who are the characters?* Discuss how the elements work together to reveal the theme: *What does Ana think at the beginning?* (Traveling is the best thing.) *What does she learn?* (For her, the best place to be is home.)

6 Talk Together Anthology page 148

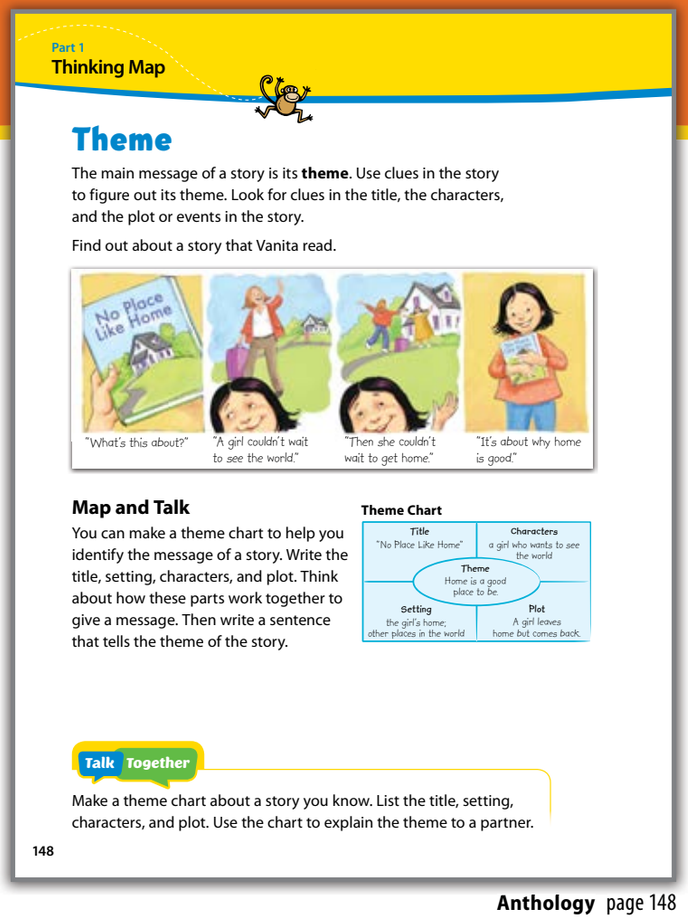
Have students use **Practice Master PM3.2** to make a theme chart about a story they know.

Check & Reteach

OBJECTIVE: Determine Theme ☑

Ask: *What is "No Place Like Home" about?* (a girl who wanted to travel but couldn't wait to get home) *What is the **theme** of the story?* (Home is the best place to be.)

If students have difficulty identifying the theme, point out the concluding statement and help them find the supporting evidence in the text.



Part 1
Thinking Map

Theme

The main message of a story is its **theme**. Use clues in the story to figure out its theme. Look for clues in the title, the characters, and the plot or events in the story.

Find out about a story that Vanita read.

Map and Talk

You can make a theme chart to help you identify the message of a story. Write the title, setting, characters, and plot. Think about how these parts work together to give a message. Then write a sentence that tells the theme of the story.

Theme Chart

Talk Together

Make a theme chart about a story you know. List the title, setting, characters, and plot. Use the chart to explain the theme to a partner.

148

Anthology page 148

Daily Language Arts

Daily Spelling and Word Work ☑
Pretest page T143k

Daily Grammar ☑
Point to the words *places*, *beaches*, and *questions* in the **Read Aloud**. Then use page T143m to teach plural nouns.

Daily Writing Skills ☑
Point to the word *so* in the **Read Aloud**. Then use page T143o to teach using signal words.

Writing

7 Write About Theme

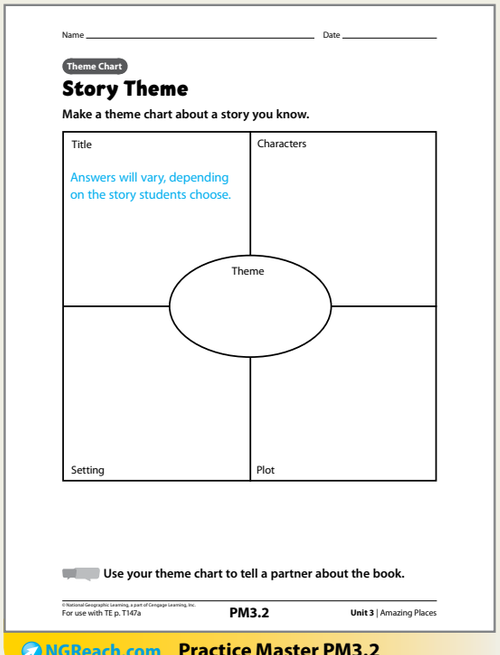
Introduce: *Now you will write a paragraph that explains the **theme** of the story you discussed with your partner.* Model the process with "No Place Like Home."

Think Aloud	Write
*First, I write the **theme**.*	The theme is that home is the best place to be.
*Then I write about details that show the **theme**.*	The main character, Ana, travels to many other countries, but she misses her home . . .

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

Have students use the theme chart they prepared in **Talk Together** to help them write their paragraphs. Then have partners share their paragraphs and then add them to their Weekly Writing folders.

WRAP-UP Have students write three interesting things they learned about geography and add their ideas to their unit concept maps.



Name _____ Date _____

Theme Chart

Story Theme

Make a theme chart about a story you know.

Title

Answers will vary, depending on the story students choose.

Characters

Theme

Setting

Plot

Use your theme chart to tell a partner about the book.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T147a

PM3.2

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.2**

Day 2 Read and Comprehend

Letter

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Use Academic Words**
- ☑ **Visualize to Comprehend Literature**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about how they communicate.

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

COMMON CORE STANDARDS

Reading	
Read and Comprehend Literature	CC.4.Rlit.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Speaking and Listening	
Discuss Topics, Expressing Ideas Clearly	CC.4.SL.1
Language and Vocabulary	
Acquire and Use Academic Words	CC.4.L.6

WARM-UP

Ask: *How do your friends communicate with you? Make a list.* (talking, text messages, e-mails, letters, notes, phone, social media) Invite a few volunteers to share their lists. Ask: *What do the things on your list have in common?* (Possible response: They are all ways of exchanging messages.)

Academic Talk

1 Express Ideas Clearly

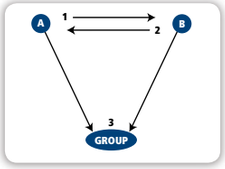
Explain: *When you communicate, it's important to express your ideas clearly and accurately.* Tell students that using specific, precise words helps listeners picture exactly what is in the speaker's mind. Compare general and precise language.

- *I saw a big snake in Costa Rica!*
- *I saw a six-foot-long boa constrictor in Costa Rica!*

Explain: *Telling the length and type of snake helps the listener picture it.*

Say: *Think of a place you have read about or seen on TV.* Have students use precise language to tell about the place. Use a **Three-Step Interview**:

- Have students form pairs.
- Have Student A interview Student B about the place he or she chose.
- Have partners reverse roles.
- Have partners share one another's descriptions with the class.



Three-Step Interview

*For **Three-Step Interview**, see page BP46.*

Academic Vocabulary

2 More Key Words ☑ **Anthology** page 149

Say: *Let's learn some more words to help us communicate effectively.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition** to learn the Key Words.

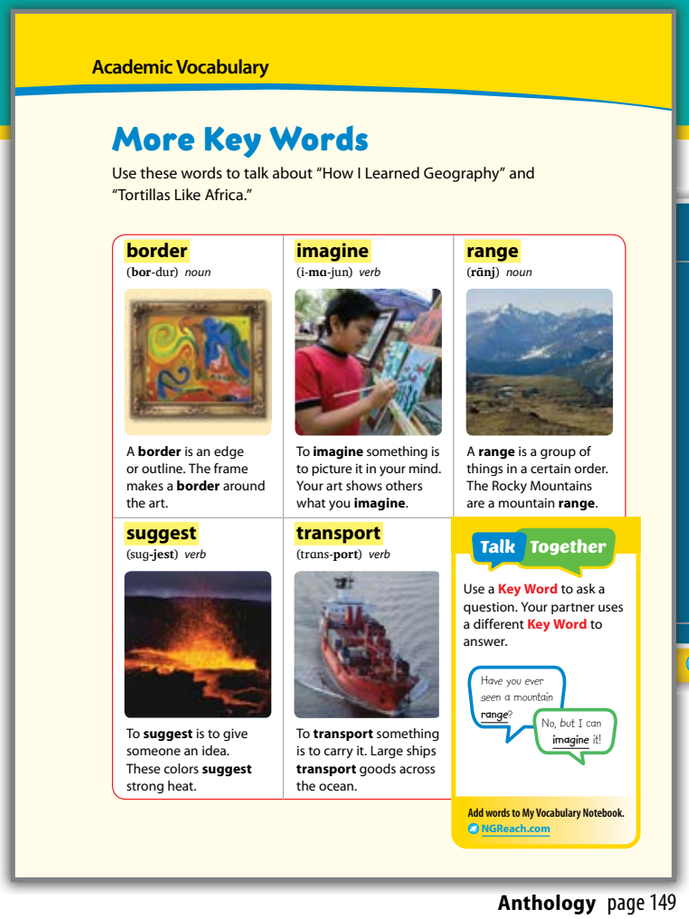
Key Words

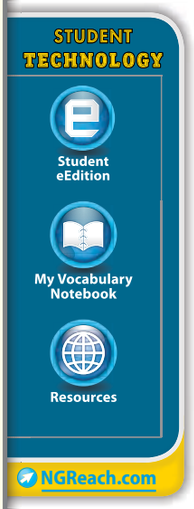
border · imagine · range
suggest · transport

- ***Pronounce the word** and point to its picture: **border**.*
- ***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 **border** is an edge or outline.*
- ***Elaborate**. Relate the word to your experience: I put colorful strips of paper around the **border** of my bulletin board.*

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

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





Anthology page 149

Have partners use page 149 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

NGReach.com **My Vocabulary Notebook**

3 Talk Together **Anthology** page 149

Have partners take turns asking and answering questions. Ask volunteers to share one question and answer with the class.

Check & Reteach

OBJECTIVE: Use Academic Words ☑

As partners ask and answer questions, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions like these about the words:

- *Which word means "to give an idea"?* (**suggest**)
- *Which word describes the outside edge of something?* (**border**)
- *Which word means "a group of mountains"?* (**range**)

Best Practices

Use Heterogeneous Grouping When students practice the vocabulary words, use word knowledge ratings from step two 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. Access **Family Newsletter 3**. Use cognates for Spanish speakers:

imagine/imaginar *suggest/sugerir*
transport/transportar

AL Above Level

ISSUE Students do not see how vocabulary connects across the units.

STRATEGY Prompt students with specific examples. Have students write sentences relating new words to previously taught words:
culture, page 7
influence, page 39
characteristic, page 77
language, page 109

Read and Comprehend

Letter

Wordbench

visualize
[vi-zhu-wu-līz]
visual visualization
vis= sight ize=to cause
Meaning: to form a mental picture

Fluency

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

Comprehension

4 Learn to Visualize ☑ Anthology pages 150–151

Use a Wordbench to teach the term ***visualize***. Then project **Student eEdition** page 150 and read aloud the instructions. Point to details in the image as you model visualizing:

- *I picture myself floating in the sky.*
- *I see the landscape below me. I feel and hear the cold wind.*
- *I feel excited! I can **imagine** how the girl feels.*

5 Talk Together Anthology page 151

Read aloud the instructions on page 151. Have partners chorally read aloud the first two paragraphs of the letter and sample visualization, and identify details that help them visualize. ("the cool, wet spray splash your face") Ask: *How does **visualizing** help you connect with Vanita's experiences?* (Possible response: I **imagine** what she sees. I connect to how she feels.)

Partners read the rest of the letter and pause to describe what they visualize. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Visualize to Comprehend Literature ☑

Ask: *Which details in the third paragraph help you **visualize**?* (Possible response: *bugs* and *scratching* help me **imagine** mosquitoes biting.)

Have students reread the first four sentences of the third paragraph. Prompt visualizing: *What does Vanita say there are?* (lots of bugs) *What does she say she does?* (scratches) *What can you **imagine**?* (bugs biting me)

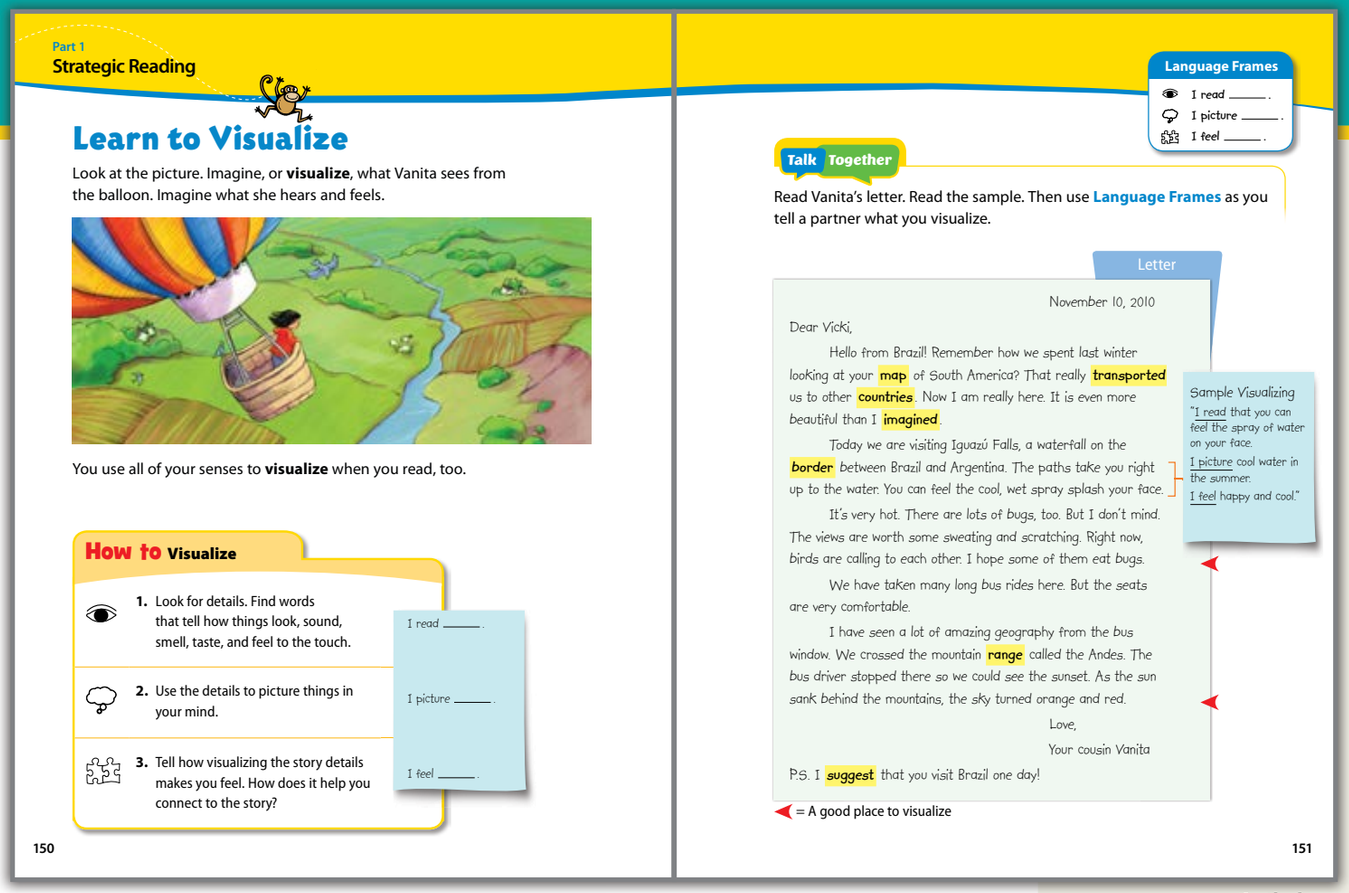
Writing

6 Write About Visualizing

Introduce: *We are going to write a paragraph about how **visualizing** helped us connect with Vanita's letter.* Model the process. Point out plural nouns as you write.

Think Aloud	Write
*First I tell how **visualizing** helped me understand Vanita's experience.*	As I read Vanita's letter, I make pictures in my mind of what Vanita is describing. This helps me feel like I am there.
Then I give examples from the letter. I'm going to write about the cool, wet spray of the waterfall.	She tells about the cool, wet spray of a waterfall that splashes her face. I picture the falling water and imagine feeling the cool, wet water on my face. I taste the fresh water in my mouth, too.

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



Part 1
Strategic Reading

Learn to Visualize

Look at the picture. Imagine, or **visualize**, what Vanita sees from the balloon. Imagine what she hears and feels.

You use all of your senses to **visualize** when you read, too.

How to Visualize

1. Look for details. Find words that tell how things look, sound, smell, taste, and feel to the touch.
2. Use the details to picture things in your mind.
3. Tell how visualizing the story details makes you feel. How does it help you connect to the story?

I read _____.
I picture _____.
I feel _____.

150

Language Frames
I read _____.
I picture _____.
I feel _____.

Talk Together

Read Vanita's letter. Read the sample. Then use **Language Frames** as you tell a partner what you visualize.

Letter

November 10, 2010

Dear Vicki,

Hello from Brazil! Remember how we spent last winter looking at your **map** of South America? That really **transported** us to other **countries**. Now I am really here. It is even more beautiful than I **imagined**.

Today we are visiting Iguazú Falls, a waterfall on the **border** between Brazil and Argentina. The paths take you right up to the water. You can feel the cool, wet spray splash your face.

It's very hot. There are lots of bugs, too. But I don't mind. The views are worth some sweating and scratching. Right now, birds are calling to each other. I hope some of them eat bugs.

We have taken many long bus rides here. But the seats are very comfortable.

I have seen a lot of amazing geography from the bus window. We crossed the mountain **range** called the Andes. The bus driver stopped there so we could see the sunset. As the sun sank behind the mountains, the sky turned orange and red.

Love,

Your cousin Vanita

P.S. I **suggest** that you visit Brazil one day!

Sample Visualizing
"I read that you can feel the spray of water on your face.
I picture cool water in the summer.
I feel happy and cool."

◀ = A good place to visualize

151

Anthology
pages 150–151

Have partners identify their two favorite details and write about what they visualized. Remind them to use all their senses to visualize.

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students review places they learned about today and locate them on a map. Students can add ideas to their unit concept maps.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T143k

Daily Grammar ☑
Point out the word *countries* in the letter on **Anthology** page 151. Then use page T143m to teach plural nouns.

Daily Writing Skills ☑
Point out the word *but* in the letter on **Anthology** page 151. Then use page T143o to practice using signal words.

Differentiate

AL Above Level

ISSUE Students focus on just one or two senses in their writing about what they visualized.

STRATEGY Have students think about all five senses as they write about visualizing the details in the text. Remind them that even if the letter doesn't specify how something tastes or feels, for example, they can still imagine these details.

Day 3 Read and Comprehend

Fictional Tale

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Determine Theme**
- ☑ **Visualize to Comprehend Literature**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 1 Track 14

Setting Map: eVisual 3.8

Comprehension Coach

MATERIALS

timer • self-stick notes

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine Theme	CC.4.Rlit.2
Make Connections Between Text and Presentation	CC.4.Rlit.7
Read and Comprehend Literature	CC.4.Rlit.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Writing	
Write Over Shorter Time for Specific Audiences	CC.4.W.10
Speaking and Listening	
Discuss Texts, Expressing Ideas Clearly	CC.4.SL.1
Follow Rules for Discussions	CC.4.SL.1.b
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Have students share what they learned in the family interviews from **Family Newsletter 3**. Explain that today students will be reading a fictional tale, or story.

Vocabulary Practice

1 Expand Word Knowledge ☑

Students will practice the Key Words by creating Upright Visual Organizers. Use **Vocabulary Routine 2** to model how to make an Upright Visual Organizer.

- Fold a piece of paper into four rectangular panels to create a free-standing square.
- On the first side, write the word.
- On the next side, draw a picture of the word.
- On the next side, add a definition.
- On the last side, write a context sentence.

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

Key Words

border · continent · country · equator · globe · hemisphere · imagine · inhabitant · map · range · suggest · theme · transport · visualize

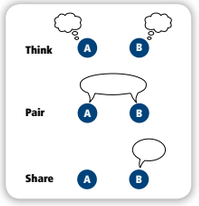
Assign a Key Word to each set of partners. After they complete their organizers, have them add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

2 Preview and Predict

REVIEW Remind students: *One way to preview a text is to look at the illustrations and predict what the story will be about.*

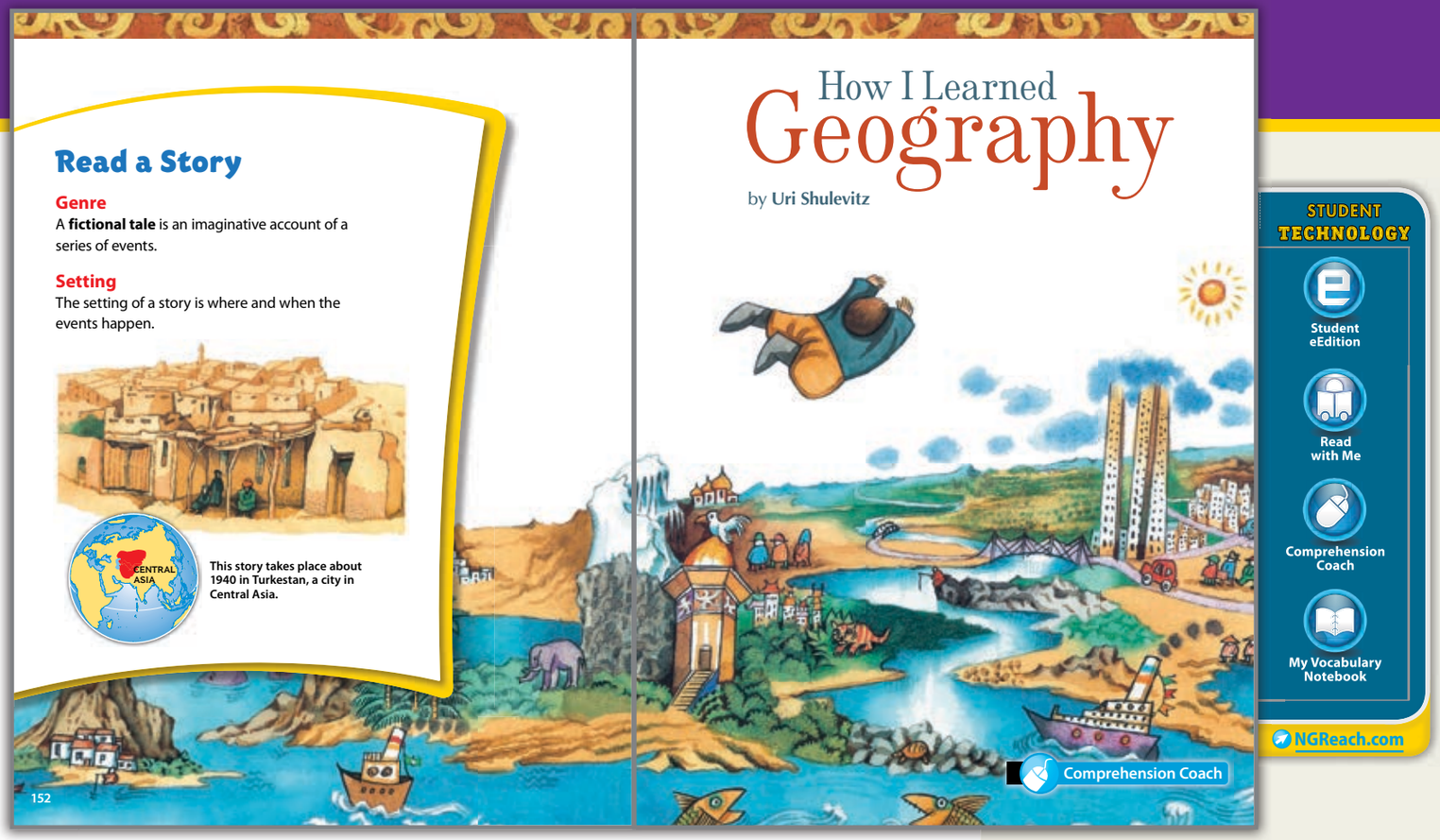
Display these Key Words: *country, imagine, inhabitant, map,* and *transport*. Use a **Think, Pair, Share** to help students share predictions about "How I Learned Geography."



Think, Pair, Share

- Have students preview the illustrations on **Anthology** pages 152–164 independently.
- Ask students to form pairs and discuss their predictions. Encourage students to use the Key Words and to convey ideas precisely.
- Have individuals share their ideas with a person from another pair.

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



Anthology
pages 152–153

Reading

3 Read a Story **Anthology** pages 152–153

GENRE Have a volunteer read aloud the definition of a fictional tale. Elaborate: *A fictional tale, like this one, can be based on events that really happened.*

SETTING Ask a volunteer to read aloud the definition of setting and reinforce the concept by saying: *This story happens in 1940 in the city of Turkestan. As you read, pay attention to how the setting impacts the events in the story.*

SOCIAL STUDIES BACKGROUND Share information to build background:

- *The story takes place during World War II. During that time, many people left their homes to escape the violence. Food and other supplies were hard to get.*
- *Turkestan, which means "land of the Turks," also refers to regions in Central Asia.*

Have students read pages 154–159. See **Differentiate**

Differentiate

BL Below Level

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

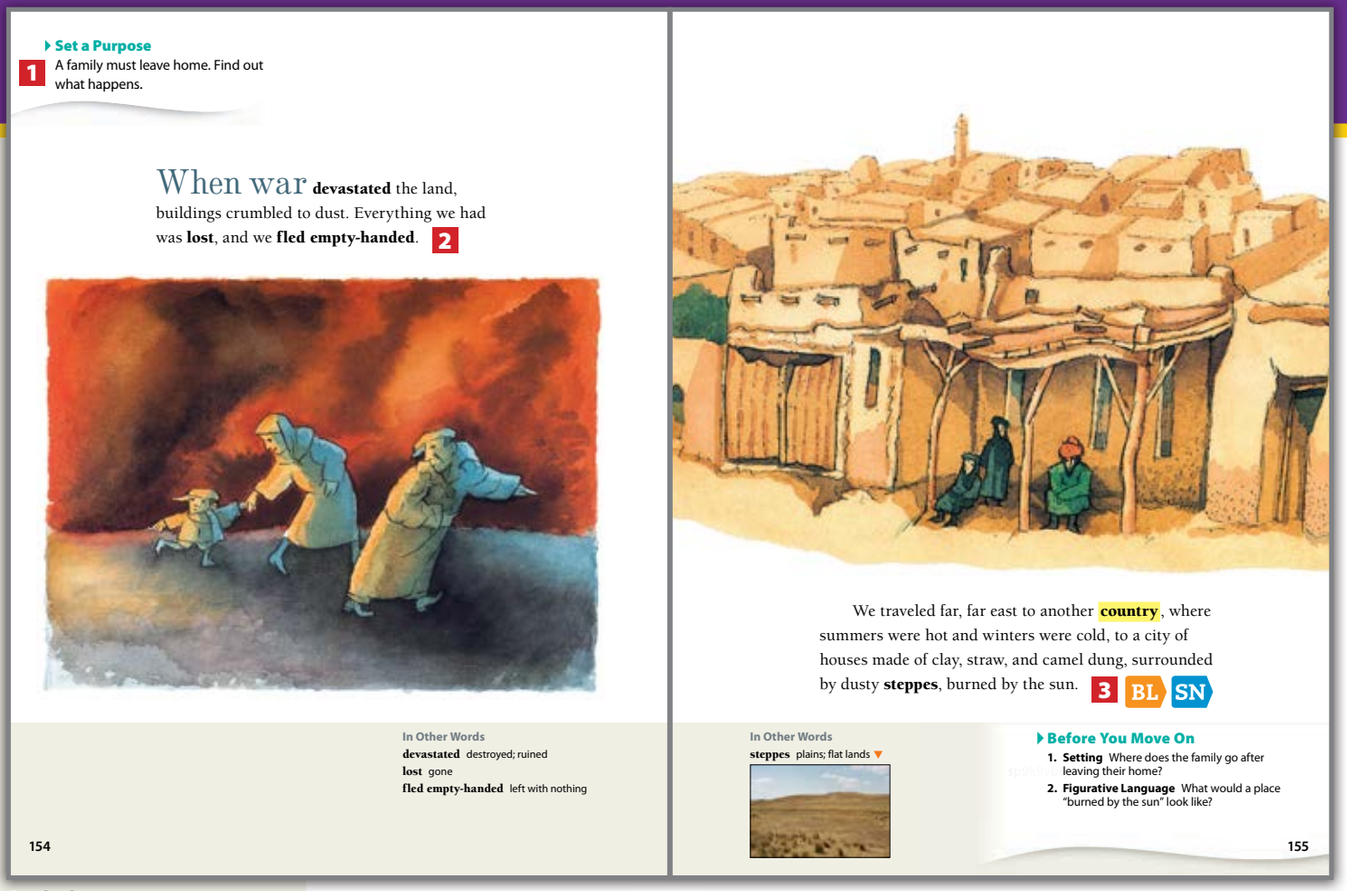
OL On Level

READ TOGETHER Have students read the selection chorally and with partners. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY As students read silently, have them take notes in order to determine the theme, and use the questions to build comprehension.

Day 3



Anthology
pages 154–155

Fluency

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

Read and Build Comprehension

1. **Set a Purpose** Have a student read aloud the purpose statement and talk about what might possibly happen.
2. **Draw Conclusions** *What might be some reasons the family has to leave their home?* (Possible responses: The war ruined their land. They lost everything. It was dangerous. They did not have food or a place to sleep.)
3. **Visualize** ☑ *How do you think the new city feels and smells?* (It feels hot and dry. It smells dusty and like camel dung.) *Which words tell you that?* (*hot, camel dung, dusty, burned by the sun*)

Differentiate

BL Below Level

ISSUE Students do not comprehend the complex sentence on page 155.

STRATEGY Help students identify the main point of the sentence: the new country was different from their old country. Have students use a self-stick note to list details about the new country (hot summers, cold winters, etc.). Students can affix the note to the page and refer to it as they answer the visualize question above.

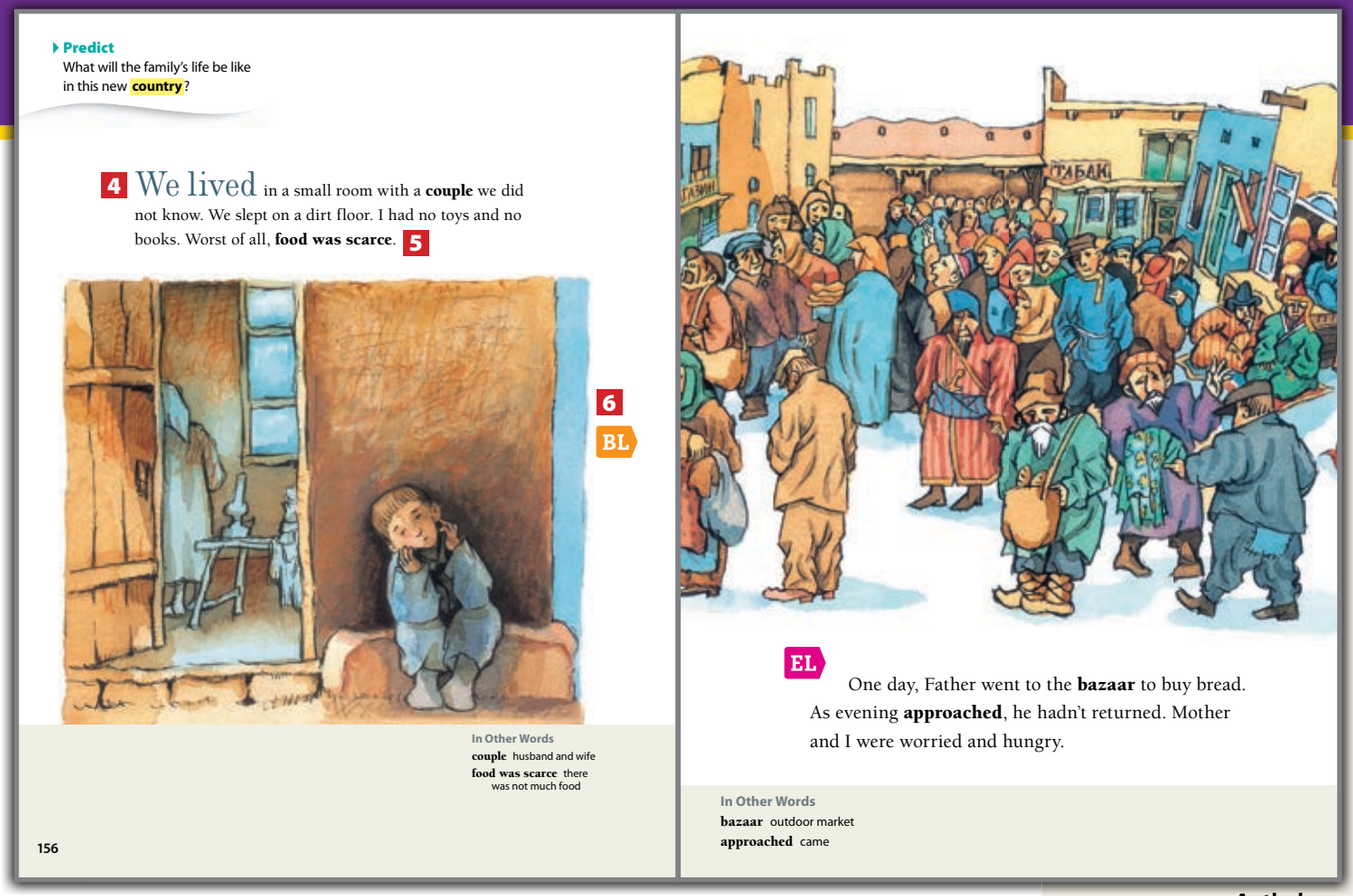
SN Special Needs

ISSUE Students are distracted by all the elements on the page and cannot focus on the text.

STRATEGY Use paper to cover everything on the page except for the story text.

Answers Before You Move On

1. **Setting** The family travels east to another **country**.
2. **Figurative Language** A place burned by the sun would probably look very dry and brown. The ground might be cracked. There would be few plants.



Predict
What will the family's life be like in this new **country**?

4 We lived in a small room with a **couple** we did not know. We slept on a dirt floor. I had no toys and no books. Worst of all, **food was scarce**. 5

6 BL

In Other Words
couple husband and wife
food was scarce there was not much food

156

EL One day, Father went to the **bazaar** to buy bread. As evening **approached**, he hadn't returned. Mother and I were worried and hungry.

In Other Words
bazaar outdoor market
approached came

Anthology
pages 156–157

4 **Predict** Read aloud the predict question. Then ask: *What can you predict from the illustrations?* (Possible response: I can see from the illustration on page 156 that the boy might be sad and alone, and from the picture on page 157 that the family might meet new friends in the town.)

5 **Visualize** ☑ *What do you **visualize** the boy's home to be like?* (Possible response: The house is noisy because there are two families in a small space. The floor is dirty.)

6 **Analyze Character's Feelings** *What does the illustration suggest about how the boy feels about his new home?* (He feels sad and lonely.) Have students cite evidence from the text and illustrations to support their answers. (The boy did not know the couple they lived with. He had no toys or books.)

Differentiate

BL Below Level

ISSUE Students cannot analyze the boy's feelings.

STRATEGY Help students identify specific details in the illustration and text that show the character's feelings. *How does the illustration show the boy is sad?* (He's not smiling.) *What parts of the story show why he is sad?* (He has no toys or books; there is little food.)

EL English Learners

ISSUE Students struggle to understand the phrase "as evening approached."

STRATEGY Direct students' attention to **In Other Words** and substitute the word *came* for *approached*. Substitute the phrase *the end of the day* for *evening*.

Best Practices

Encourage Elaboration As students answer questions, encourage elaboration:

- *How did you know?*
- *Say more about that.*

Day 3

It was nearly dark when he came home. He carried a long roll of paper under his arm.

"I bought a **map**," he **announced triumphantly**.

"Where is the bread?" Mother asked.

"I bought a map," he said again.

Mother and I said nothing.

"I had enough money to buy only a tiny piece of bread, and we would still be hungry," he explained apologetically.

"No supper tonight," Mother said **bitterly**. "We'll have the map instead." 1

In Other Words

announced triumphantly said proudly

bitterly quietly with anger

158

I was **furious**. I didn't think I would ever forgive him, and I went to bed hungry, while the couple we lived with ate their **meager supper**.

The husband was a writer. He wrote in silence, but oh how loudly he chewed! He chewed a small crust of bread with such enthusiasm, as if it were the most delicious morsel in the **world**. I **envied him** his bread and wished I were the one chewing it. I covered my head with my blanket so I would not hear him smacking his lips with such noisy delight. 2 3

In Other Words

furious very angry

meager supper small dinner

envied him wanted

Before You Move On

1. **Confirm Prediction** Describe the family's life in this new place.
2. **Visualize** What sounds do you think the boy heard as he tried to sleep that night?

159

Anthology
pages 158–159

Read and Build Comprehension **Anthology** page 158–159

1 **Analyze Theme** ☑ *Why did the father bring a **map** home?* (Possible response: He thought it might make them forget their difficulties.) *Events like this are clues that will help you determine the story's **theme**.*

2 **Analyze Setting** *How might the story be different if the family lived in a nice house and had enough food?* (Possible response: They would be excited about the **map**. There might be no other **inhabitants** in their home.)

3 **Predict** *What do you think will happen next?* (Possible response: The boy might look at the **map** that the father brought home.)

Check & Reteach

OBJECTIVE: Determine Theme ☑

After students answer question 1 above, have them review theme clues so far. (The family is poor and in a new country. The father brings home a map instead of food.)

If students can't recall or identify the clues, prompt analysis:

- *Who are the characters?* (boy, parents, couple)
- *What has happened in the plot?* (They moved to a new home. Father bought a map.)

OBJECTIVE: Visualize to Comprehend Literature ☑

As students answer all of the comprehension questions about visualizing, ensure they refer to all appropriate senses in their answers.

Ask questions to prompt sensory details: *What might the boy smell?* (sweaty bodies), *taste?* (dusty air), *feel?* (hard floor)

Answers Before You Move On

1. **Confirm Predictions** The family's life in the new place is hard. They live in a small room and do not have much food to eat.
2. **Visualize** ☑ The boy heard the man chewing loudly and smacking his lips noisily as he ate the bread.

Writing

4 Write About Setting

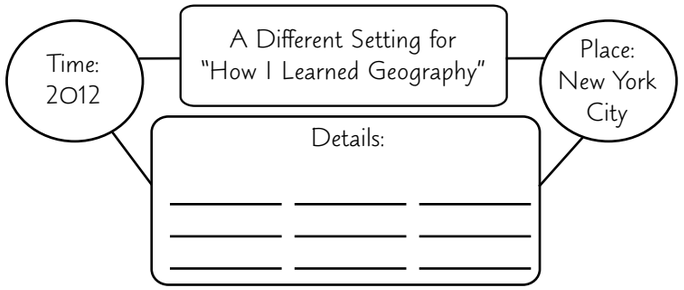
REVIEW Ask: *What is a setting of a story?* (where and when the events happen)

Explain: *The setting affects details in the story. If the time or place changes, details in the story change, too.*

Model how this works with a story you have already read, such as "Martina the Beautiful Cockroach," which takes place in Havana in the past. Say, for example: *If the story took place in a forest, Martina and her family wouldn't live in a street lamp.*

Ask: *What is the setting of "How I Learned Geography"?* (about 1940 in Turkestan) Display **eVisual 3.8** and explain that it shows an alternate setting for the story.

Setting Map



NGReach.com **Setting Map: eVisual 3.8**

INTERACTIVE WHITEBOARD TIP: Have students write or draw details to complete the map.

Have students suggest details in the story that would be different because of the new setting. (Possible responses: a small apartment in a tall building, carpet on the floors, a supermarket, cars and buses on the streets) Add the details to the map.

Then have students use details of the new setting and act as the author to rewrite one or two sentences from page 156. Remind students to check for correct usage of words that signal nouns. Have students add their sentences to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have pairs compare "How I Learned Geography" with the books they read in small groups. Ask each pair to share one similarity and one difference.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T143l

Daily Grammar ☑
Show the words *a* and *the* on **Anthology** page 159. Then use page T143n to teach rules for signal nouns.

Daily Writing Skills ☑
Point out the word *while* on **Anthology** page 159. Then use page T143p to practice using time signal words.

Differentiate

SN Special Needs

ISSUE Students are not able to imagine details for a new setting.

STRATEGY Make the setting familiar. Encourage students to visualize how the story would be different if it were set in their community today.

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to compete to see who can add the most details to a new setting map.

Day 4 Read and Comprehend

Fictional Tale

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Determine Theme**
- ☑ **Visualize to Comprehend Literature**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 1 Tracks 15–16

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer • world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine Theme and Summarize	CC.4.Rlit.2
Read and Comprehend Literature	CC.4.Rlit.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Writing	
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Speaking and Listening	
Come to Discussions Prepared	CC.4.SL.1.a
Language and Vocabulary	
Demonstrate Understanding of Figurative Language	CC.4.L.5
Acquire and Use Academic and Domain-Specific Vocabulary	CC.4.L.6

WARM-UP

Display the Key Words in Vocabulary Practice. Then set a timer for one minute and have students quickly write sentences about the selection with one or two Key Words. Have pairs share their favorite sentences.

Vocabulary Practice

1 Share Word Knowledge ☑

REVIEW Have students use the Upright Visual Organizers they made on Day 3. Review what the organizers show.

Key Words

border · continent · country · equator · figurative language · globe · hemisphere · imagine · inhabitant · map range · suggest · theme · transport · visualize

Group 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.*

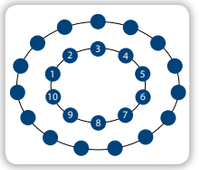
Academic Talk

2 Summarize Reading

REVIEW Remind students: *When you summarize something, you briefly tell the most important parts.* Explain that students will use Key Words to summarize what they have read of "How I Learned Geography."

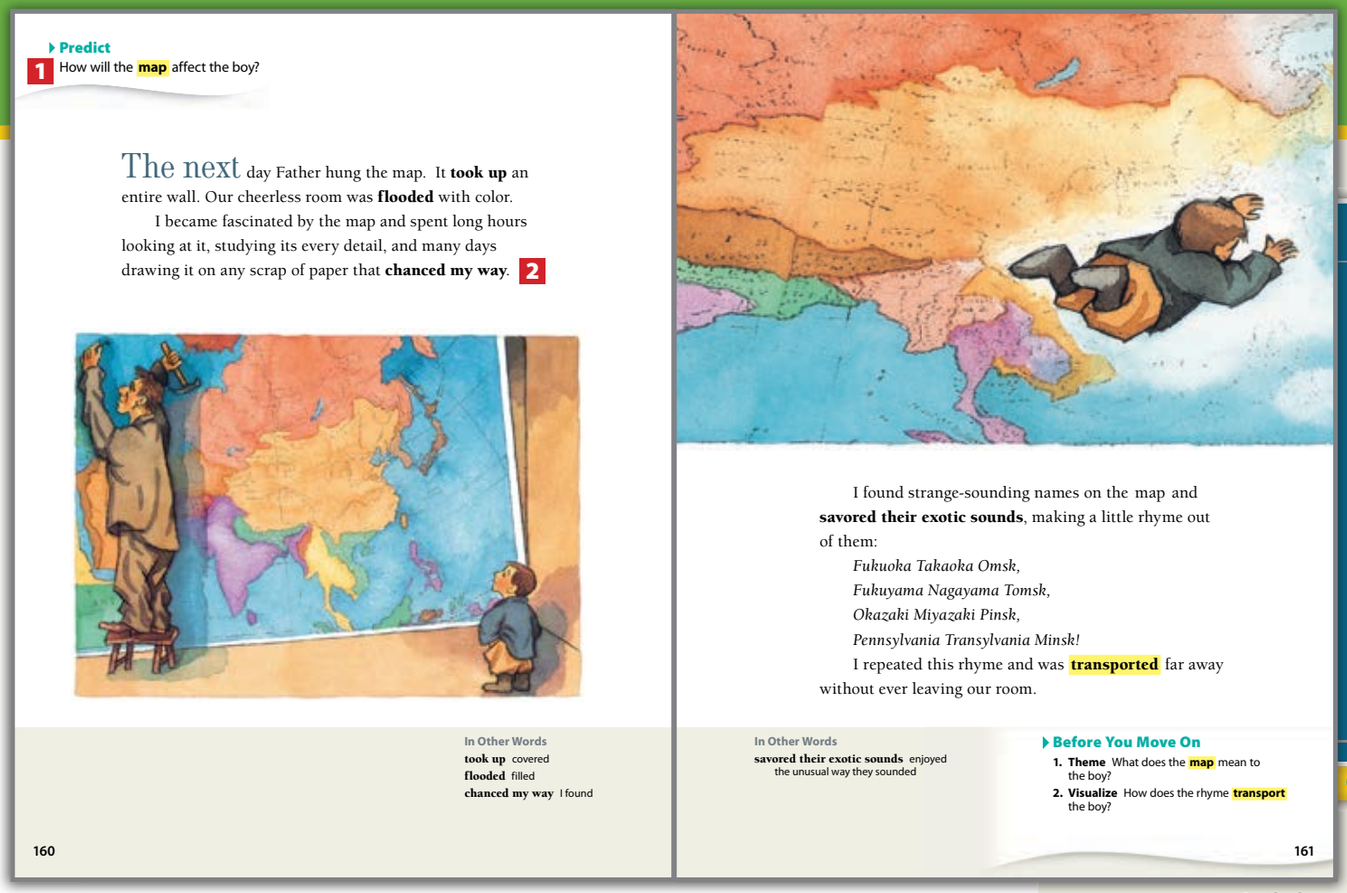
Write these Key Words: *border, country, imagine, map, visualize.* Use a **Fishbowl** to help students summarize.

- Have students on the inside summarize pages 154–155.
- Have students on the outside listen for Key Words and the most important events.
- Have groups change positions. The new inside group summarizes pages 156–159.



Fishbowl

*For **Fishbowl**, see page BP45.*



Predict
1 How will the map affect the boy?

The next day Father hung the map. It **took up** an entire wall. Our cheerless room was **flooded** with color.

I became fascinated by the map and spent long hours looking at it, studying its every detail, and many days drawing it on any scrap of paper that **chanced my way**. 2

In Other Words
took up covered
flooded filled
chanced my way I found

160

I found strange-sounding names on the map and **savored their exotic sounds**, making a little rhyme out of them:

Fukuoka Takaoka Omsk,
Fukuyama Nagayama Tomsk,
Okazaki Miyazaki Pinsk,
Pennsylvania Transylvania Minsk!

I repeated this rhyme and was **transported** far away without ever leaving our room.

In Other Words
savored their exotic sounds enjoyed the unusual way they sounded

Before You Move On
1. **Theme** What does the map mean to the boy?
2. **Visualize** How does the rhyme transport the boy?

161

STUDENT TECHNOLOGY
Student eEdition
Read with Me
My Vocabulary Notebook
Comprehension Coach
NGReach.com

Anthology
pages 160–161

Reading

3 Read and Build Comprehension

1 **Predict** Read aloud the predict question. Have students give reasons to support their predictions. (Possible response: The boy is curious about the places on the **map**. The **map** might make the boy happy. I predict this because, in the picture, he looks like he is amazed by the **map**.)

2 **Determine Sequence** *What does the boy do after the **map** is hung up?* (He looks at it and studies it closely. He draws it on scraps of paper and makes rhymes out of the names on the **map**.)

Differentiate

EL English Learners

ISSUE Students take the term transported literally.

STRATEGY Provide a restatement. Explain that the boy is carried away in his mind, or imagines himself in another place.

SN Special Needs

ISSUE Students find the theme question to be too abstract.

STRATEGY Show students how to translate details into an answer. Identify details in each paragraph that show how the boy was affected by the map. For example, in the first paragraph the map filled the room with color. Guide students to the conclusion that this made the boy feel happy. Then explain that these details will help students determine the story theme.

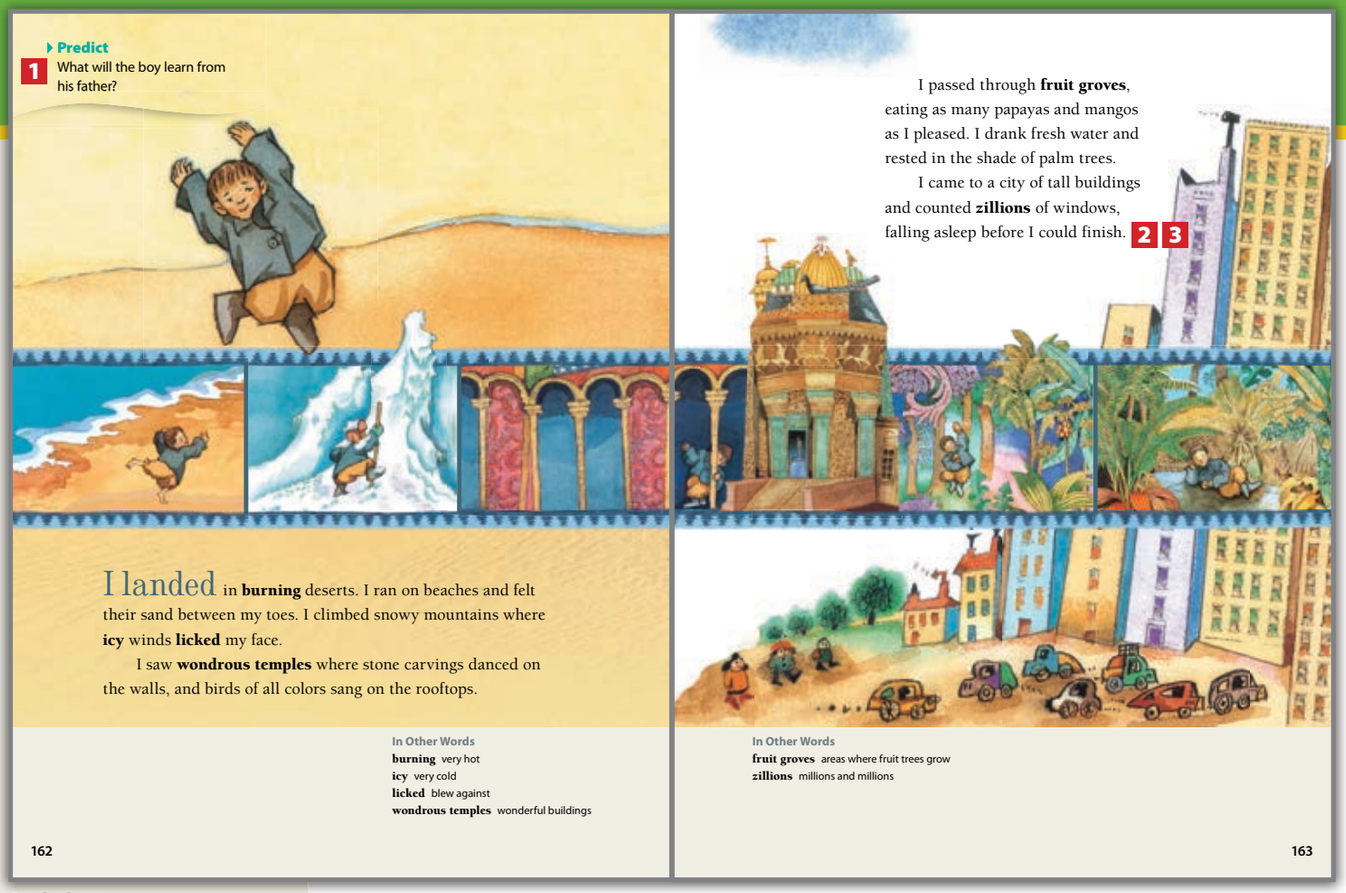
Fluency

Practice Intonation Use the rhyme on page 161 to build fluency. Model the contrast between how you read rhyming text and how you read prose. Then have students reread the poem to a partner. Circulate and monitor fluency.

Answers Before You Move On

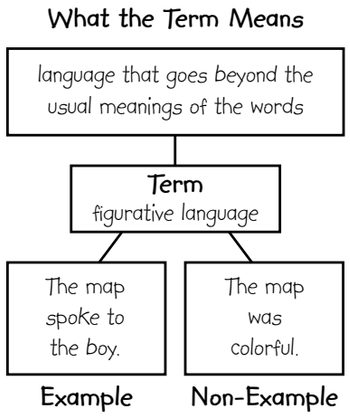
1. **Theme** ☑ The **map** helps the boy forget about his present life. It helps him **imagine** other places.
2. **Visualize** ☑ The boy hears the exotic-sounding city names and **imagines** himself far away.

Day 4



Anthology
pages 162–163

Word Map



Mini Lesson

Identify Figurative Language

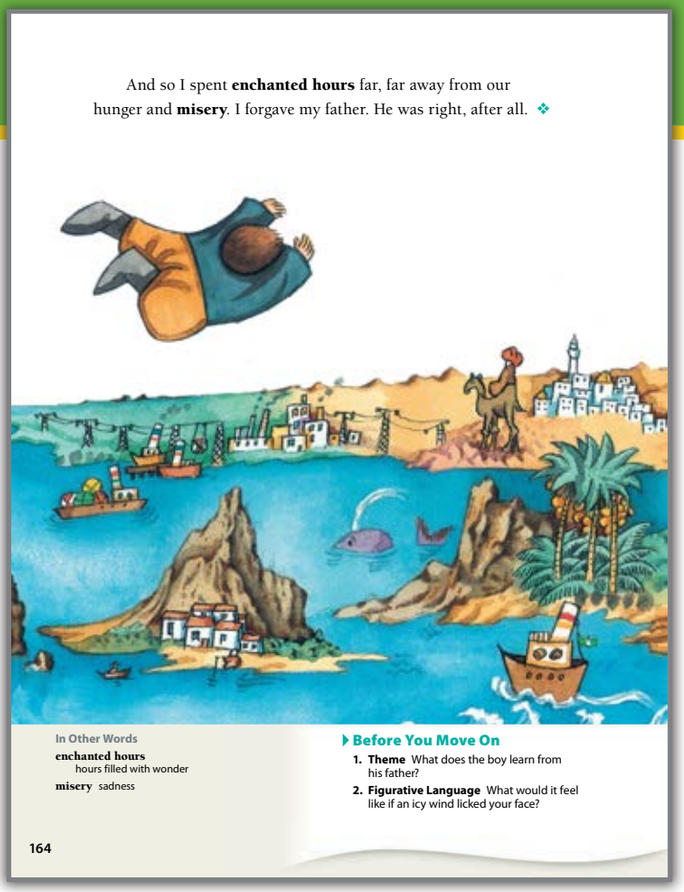
Explain: *Authors often use* ***figurative language****, or language that goes beyond the usual meanings of words.* Use a Word Map to teach the term ***figurative language***.

Use **Student eEdition** page 162 to display the text "icy winds licked my face." Model identifying figurative language: *The winds don't really lick the boy's face. The words have another meaning. They mean that cold winds blew against the boy's face.*

Explain that "icy winds licked my face" is an example of personification. Relate terms: *Personification, or giving human traits to animals or things, is one kind of* ***figurative language***. Explain how figurative language helps readers visualize: ***Figurative language*** *creates vivid images in a reader's mind.*

Read the following sentences and have the class explain which contains personification: *Father shopped in the market./The bread teased the boy's empty stomach.* (the second sentence because bread can't tease; teasing is a human trait) Then have students locate another example of personification on page 162. ("stone carvings danced on the walls")

To check understanding, have students explain "stone carvings danced on the walls." (Possible response: On the walls, there were stone carvings of people dancing.)



And so I spent **enchanted hours** far, far away from our hunger and **misery**. I forgave my father. He was right, after all. ❖

In Other Words

enchanted hours hours filled with wonder

misery sadness

Before You Move On

1. **Theme** What does the boy learn from his father?
2. **Figurative Language** What would it feel like if an icy wind licked your face?

164

Anthology page 164

Read and Build Comprehension

1 **Predict** Read aloud the question. Have students cite specific story events to support their predictions. (Possible response: He will learn about places around the world because his father bought the **map**.)

2 **Visualize** ☑ *Use sensory details to **visualize** one of the places the boy **imagined**.* (Students should include sensory details when they describe what they visualized for each place.) *How does **visualizing** help you understand how the boy feels?* (Possible response: **Visualizing** helps me feel how happy the **map** makes him.)

3 **Analyze Theme** ☑ *Point to places the boy **imagined**. How did going to these different settings help him?* (Possible response: The **map** helped him **imagine** being away from the difficult conditions in his home.)

Check & Reteach

OBJECTIVE: Determine Theme ☑

Check for accurate responses to all of the comprehension questions about theme.

Focus students' attention on clues from the boy's reaction to the map: *How does the **map** change the boy's feelings?* (He forgets his misery.)

OBJECTIVE: Visualize to Comprehend Literature ☑

Listen for sensory details in students' responses to questions about visualizing.

Have students select one part of the illustration on page 164. Draw out details: *What do you hear in the jungle?* (birds calling) *What do you feel?* (warm air, rough tree bark)

Answers Before You Move On

1. **Theme** ☑ Elaborate: *Use the events and the setting to help you decide what the boy learns.* From his father, the boy learns that he can use his imagination to help him live with a difficult situation.
2. **Figurative Language** Ice is cold and licking is wet, so an icy wind licking my face would feel cold and wet against my face.

Meet the Author and Illustrator

Uri Shulevitz

AWARD WINNER

Imagine what it would be like to wander for ten years without a real home. That's how Uri Shulevitz spent ten years of his childhood.

Shulevitz was born in Poland in 1935. World War II began when he was just four years old. A bomb fell on his family's apartment. Soon after, the family moved to Central Asia, where this story is set. Later, the family moved to France. Shulevitz explains, "I changed schools and languages frequently because of the war years. The only constant in my life was my drawing."

▲ This photograph shows Uri Shulevitz as a boy, when he lived in Central Asia.

Writer's Craft

Look at the way the author describes the places the boy imagines on pages 162 and 163. Now imagine a place you have been or would like to visit. Write a brief paragraph that uses figurative language to describe what this place is like.

165

Anthology page 165

4 Meet the Author and Illustrator **Anthology** page 165

Have students silently read the biography. Display a world map and point out Poland, Central Asia, and France to help students understand where Shulevitz lived as a child.

After students read the biography, build comprehension:

- **Synthesize** *How does this information help you understand the story better?* (Possible response: It gives me more knowledge about the events in the story.)
- **Paraphrase Text** *What does the author say about drawing?* (Drawing was the only constant in his life when he was a boy.)
- **Analyze Technique** *As the author and illustrator, how does Shulevitz make the words and images work together?* (Possible response: The images show what the text says. They also go beyond the text and show details about the people, places, and events.)
- **Make Connections** *Suppose you could meet Uri Shulevitz. What would you ask him? What would you like to know?* (Possible response: I would like to ask him if he has ever been back to where he was born. I would like to know where he feels most at home.)

Writing

5 Writer's Craft **Anthology** page 165

Read aloud the instructions in the Writer's Craft feature on page 165. Clarify that each student will write a paragraph that uses figurative language to describe a familiar place.

Review: *Personification is a type of* ***figurative language*** *in which animals or things are given human traits.* Model writing sentences with personification. As you write, call attention to plural nouns and words that signal nouns.

Think Aloud	Write
First, I tell how much my father liked to play at the beach when he was a boy. I can ***imagine*** *the beach calling to my father, just like a person.*	When my father was a boy, the beach called him to come and play.
Next, I write about my father running on the beach. When people run in sand, their feet sink down, as if the sand is grabbing their feet.	The sand grabbed his feet playfully as he ran on the beach.

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

Have partners brainstorm ideas for their paragraphs. Then have them work independently to write paragraphs with personification.

Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Remind students that the boy in "How I Learned Geography" travels to different places in his imagination. Ask: *In your reading today, where did you travel in your imagination? How did the authors help you* ***visualize*** *the places?* Have students add ideas to their unit concept maps.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T143l

Daily Grammar ☑
Have students find plural nouns on **Anthology** page 165. Then use page T143n to practice plural nouns and words that signal nouns.

Daily Writing Skills ☑
Point out the phrase *soon after* on **Anthology** page T165. Then use page T143p to practice using signal words.

Differentiate

BL Below Level

ISSUE Students have difficulty using personification to describe a place.

STRATEGY Have students identify characteristics of the place and then select one detail to personify. Brainstorm action words students could use in their description, such as *run, jump, throw, dance,* and *sing.*

AL Above Level

ISSUE Students are not demonstrating creativity.

STRATEGY Challenge students to try out multiple versions of the same description using different examples of personification. Students can ask a partner which version is most effective and use that version for their writing.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Determine Theme**
- ☑ **Read with Fluency**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM3.5
Theme Chart: Practice Master PM3.6
Fluency Practice: Practice Master PM3.7

TECHNOLOGY ONLY

Online Puzzle at ngkids.com
Online Vocabulary Games
Comprehension Coach
Read with Me: Fluency Models: MP3 or CD 1 Track 5

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Drawing Inferences	CC.4.Rlit.1
Determine Theme	CC.4.Rlit.2
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.4.Rfou.4.b
Writing	
Write Opinions on Texts	CC.4.W.1
Speaking and Listening	
Discuss Texts, Expressing Ideas Clearly	CC.4.SL.1
Draw on Preparation to Explore Ideas	CC.4.SL.1.a
Respond to Questions	CC.4.SL.1.c
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Complete the online puzzle on **ngkids.com**. Discuss the process: *When we put the pieces together, we understand the picture. When we read a story, we can put the ideas in it together to better understand the story.*

Vocabulary Review

1 Apply Word Knowledge ☑

Write: ***figurative language***, ***theme***, ***visualize***. Call students' attention to the other Key Words on **Student eEdition** page 166. Then have students apply their knowledge of the Key Words to play a game called Yes or No?

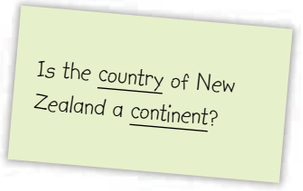
- *I ask a yes/no question with two Key Words: Can people **transport** things over a mountain **range**?*
- *My partner answers in a complete sentence: Yes, people can **transport** things over a mountain **range**.*

Key Words

border · continent · country
equator · figurative language
globe · hemisphere · imagine
inhabitant · map · range
suggest · theme · transport
visualize

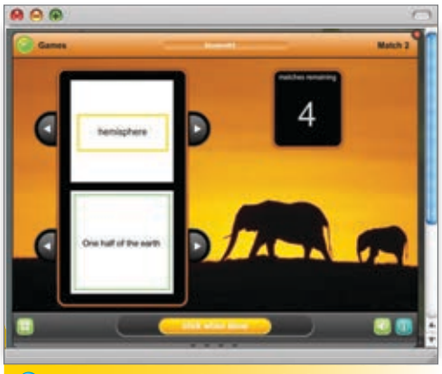
Have students play the game.

- Have each student write a yes/no question that includes two underlined Key Words.
- Have each student read his or her question to a partner.
- Remind partners to respond with a complete sentence.

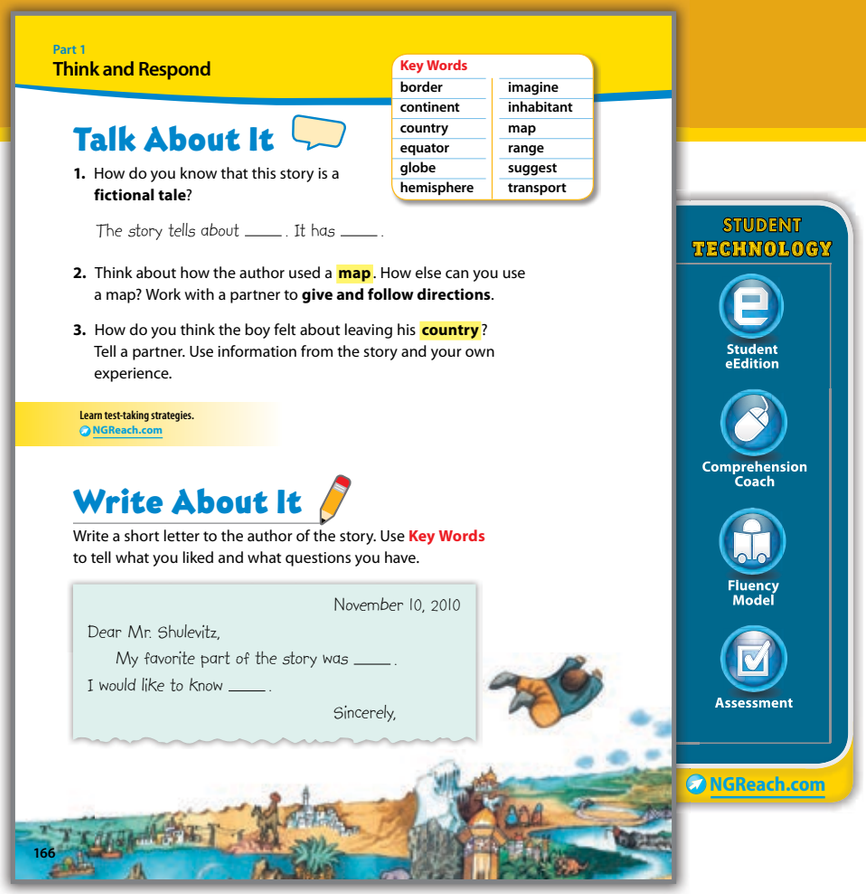


*For **More Vocabulary Routines**, see pages BP41–BP43.*

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



NGReach.com **Online Vocabulary Games**


Part 1
Think and Respond

Key Words

border	imagine
continent	inhabitant
country	map
equator	range
globe	suggest
hemisphere	transport

Talk About It

1. How do you know that this story is a **fictional tale**?

The story tells about ____. It has ____.

2. Think about how the author used a **map**. How else can you use a map? Work with a partner to **give and follow directions**.

3. How do you think the boy felt about leaving his **country**? Tell a partner. Use information from the story and your own experience.

Learn test-taking strategies.
NGReach.com

Write About It

Write a short letter to the author of the story. Use Key Words to tell what you liked and what questions you have.

November 10, 2010

Dear Mr. Shulevitz,

My favorite part of the story was ____.

I would like to know ____.

Sincerely,

166

STUDENT TECHNOLOGY
Student eEdition
Comprehension Coach
Fluency Model
Assessment
NGReach.com

Anthology page 166

Academic Talk

2 Talk About It **Anthology** page 166

Have partners use Key Words as they discuss the questions. Prompt students to cite details and examples from the text, particularly for question 3. Remind students to express their ideas clearly.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM3.5** to ask more questions about the selection.

Writing

3 Write About It **Anthology** page 166

Have a volunteer summarize **Meet the Author** on page 165. Say: *Think about the story. Think about the author. What would you like to say to the author?* Read aloud the directions on page 166. Remind students to focus their letters on two ideas:

- the part of the story the student liked best and why the student liked it
- something the student would like to know from the author.

Model using Key Words as you write to the author:

My favorite part of the story was when the **map** **transported** the boy to the faraway lands, because the illustrations are so colorful in that part of the story. I would like to know how you **imagine** such amazing things.

Have students add their letters to their Weekly Writing folders.

Daily Language Arts

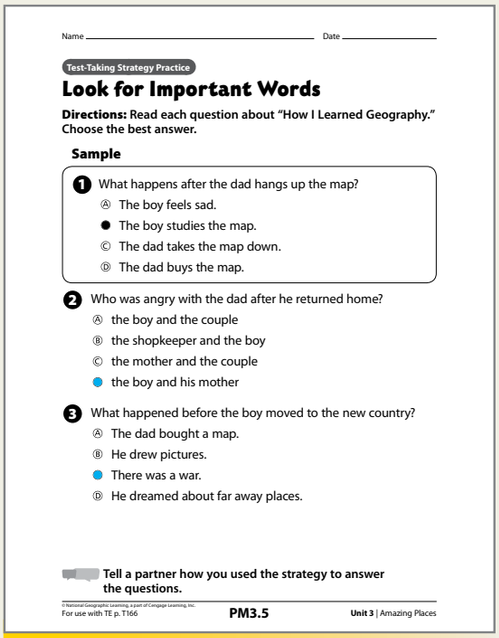
Daily Spelling and Word Work ☑
Test page T143k

Daily Grammar ☑
Have students find words that signal nouns on **Anthology** page 166 (the, a). Then use page T143n to review and assess plural nouns and words that signal nouns.

Daily Writing Skills ☑
Ask: *When you give directions, which words can you use to indicate order?* (first, then, next) Use page T143p to assess students' understanding of signal words.

Answers Talk About It

1. **Fictional Tale** The story tells about things the character **imagines**. It has details that are made up by the author.
2. **Give and Follow Directions** Possible response: You can use a **map** to determine how to get from one place to another.
3. **Analyze** Possible response: The boy was devastated and frightened because he was leaving everything behind. The illustration on page 156 shows how miserable he felt.


Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "How I Learned Geography." Choose the best answer.

Sample

1. What happens after the dad hangs up the map?
   - Ⓐ The boy feels sad.
   - ● The boy studies the map.
   - Ⓒ The dad takes the map down.
   - Ⓓ The dad buys the map.

2. Who was angry with the dad after he returned home?
   - Ⓐ the boy and the couple
   - Ⓑ the shopkeeper and the boy
   - Ⓒ the mother and the couple
   - ● the boy and his mother

3. What happened before the boy moved to the new country?
   - Ⓐ The dad bought a map.
   - Ⓑ He drew pictures.
   - ● There was a war.
   - Ⓓ He dreamed about far away places.

Tell a partner how you used the strategy to answer the questions.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T166 PM3.5 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.5**

Differentiate

SN Special Needs

ISSUE Students have difficulty filling in the chart.

STRATEGY Have students dictate one cell at a time. Write the information on self-stick notes and attach them to the chart for students to copy.

BL Below Level

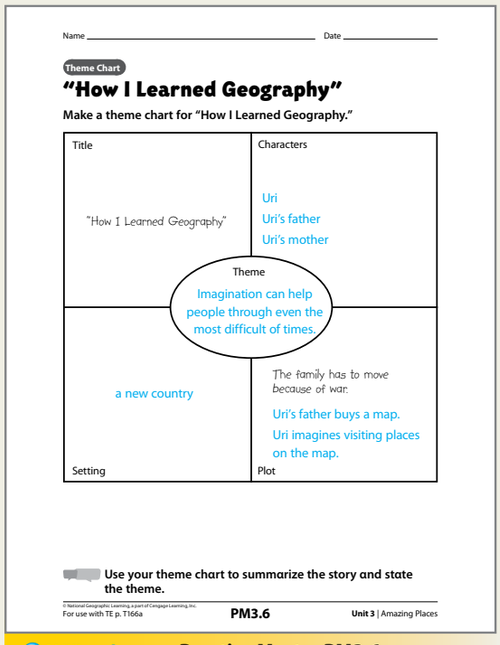
ISSUE Students cannot put the information together and determine the theme.

STRATEGY Use the guiding questions to focus students on key elements: the map, the boy, and his imagination. Help students combine these elements into a single statement about the story.

AL Above Level

ISSUE Students are ready to work independently.

STRATEGY Students complete the theme charts on their own and then check their ideas with a partner. Encourage students to generate multiple theme statements for the story.



Name _____ Date _____

Theme Chart

"How I Learned Geography"

Make a theme chart for "How I Learned Geography."

Title	Characters
"How I Learned Geography"	Uri Uri's father Uri's mother
Theme: Imagination can help people through even the most difficult of times.	
a new country Setting	The family has to move because of war. Uri's father buys a map. Uri imagines visiting places on the map. Plot

Use your theme chart to summarize the story and state the theme.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T166a

PM3.6

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.6**

Comprehension

4 Theme ☑ Anthology page 167

REVIEW Display **Student eEdition** page 167. Read aloud the instructions and the theme chart. Explain that the entries under *Title* and *Plot* are details that will help lead to the theme, or main message, of the story.

Review pages 154–155 and add to the *Plot* cell: *Then they move to a new, unfamiliar place.* Explain: *As I add more details, I can put together the ideas to determine the* ***theme*** *of "How I Learned Geography."*

Have partners work together to complete **Practice Master PM3.6**. Circulate and use the questions below to guide students.

See **Differentiate**

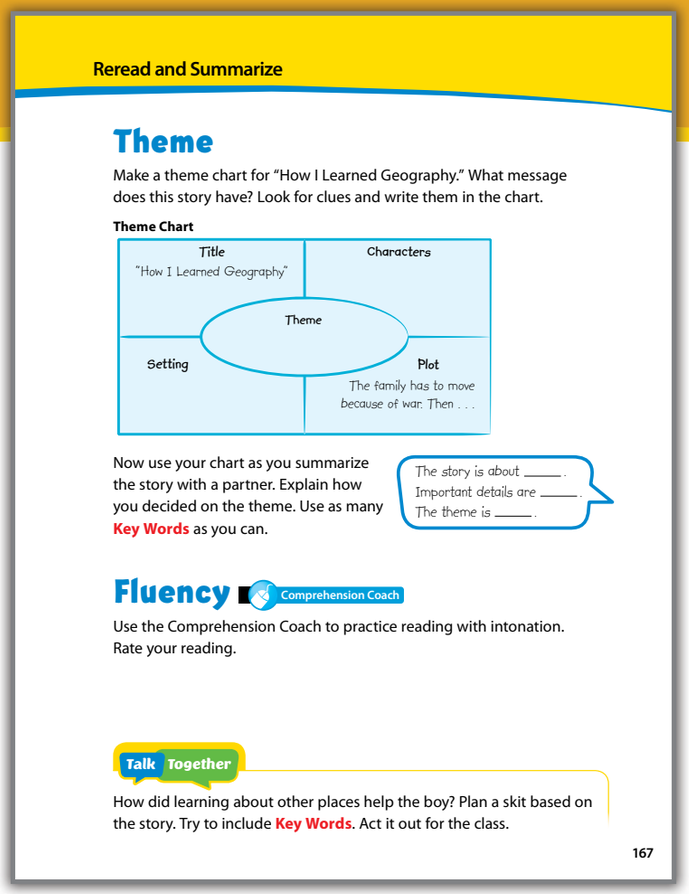
Story Element	Guiding Questions
Setting	• *How do the new* ***country*** *and the new house impact the boy in the beginning of the story?* (They make him sad.) • *How does the setting of the house change?* (Father brings a **map** to the house, which makes it more cheerful.)
Plot	• *Describe how the* ***map*** *affects the boy.* (At first, the boy is mad about the **map** because his father bought it instead of food. Slowly, however, the **map** makes the boy **imagine** new places. He becomes happier.)
Characters	• *How does the boy change from the beginning of the story?* (He is sad in the beginning. He is happy at the end.) *Why?* (The **map** helps him **imagine** faraway places.)

Check & Reteach

OBJECTIVE: Determine Theme ☑

Have students share their theme statements after they complete their charts.

If students have difficulty writing a theme statement, help them focus on all the details in the cells. Ask: *What do all the details say about imagination?*



Reread and Summarize

Theme

Make a theme chart for "How I Learned Geography." What message does this story have? Look for clues and write them in the chart.

Theme Chart

Title	Characters
"How I Learned Geography"	
Theme	
Setting	Plot
	The family has to move because of war. Then . . .

Now use your chart as you summarize the story with a partner. Explain how you decided on the theme. Use as many **Key Words** as you can.

The story is about _____.
Important details are _____.
The theme is _____.

Fluency

Comprehension Coach

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

Talk Together

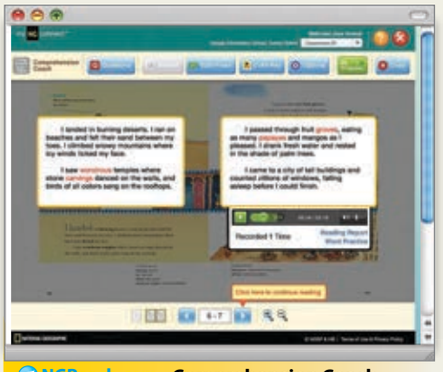
How did learning about other places help the boy? Plan a skit based on the story. Try to include **Key Words**. Act it out for the class.

167

Anthology page 167

5 Fluency ☑ Anthology page 167

Have students read aloud the passage on **Practice Master PM3.7** or use the **Comprehension Coach** to practice fluency.



NGReach.com **Comprehension Coach**

Check & Reteach

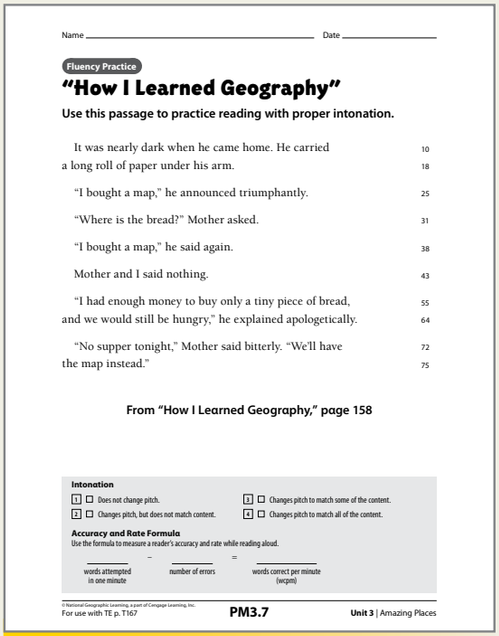
OBJECTIVE: Read with Fluency ☑

Monitor students' oral reading.

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

6 Talk Together Anthology page 167

Have small groups discuss the question. Post the Key Words so that students can refer to them as they plan their simple skits. Invite each group to perform.



Name _____ Date _____

Fluency Practice

"How I Learned Geography"

Use this passage to practice reading with proper intonation.

It was nearly dark when he came home. He carried 10
a long roll of paper under his arm. 18

"I bought a map," he announced triumphantly. 25

"Where is the bread?" Mother asked. 31

"I bought a map," he said again. 38

Mother and I said nothing. 43

"I had enough money to buy only a tiny piece of bread, 55
and we would still be hungry," he explained apologetically. 64

"No supper tonight," Mother said bitterly. "We'll have 72
the map instead." 75

From "How I Learned Geography," page 158

Intonation

1 ☐ Does not change pitch.
2 ☐ Changes pitch, but does not match content.
3 ☐ Changes pitch to match some of the 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.

words attempted in one minute − number of errors = words correct per minute (wcpm)

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T167

PM3.7

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.7**

WRAP-UP Ask students to share the themes of the fiction books they read in their small groups. Ask: *How are the* ***themes*** *similar and different?*

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Imagining the World

☑ **Write an Account: Fluency**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.39

TECHNOLOGY ONLY

Sample Account: eVisual 3.5

Writing Trait: Fluency: eVisual 3.6

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 Narratives, Using Descriptive Details	CC.4.W.3
Use Appropriate Development and Organization	CC.4.W.4
Plan, Revise, and Edit Writing	CC.4.W.5
Use Technology	CC.4.W.6
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10
Language and Vocabulary	
Demonstrate Command of Grammar	CC.4.L.1
Demonstrate Command of Spelling	CC.4.L.2
Use Knowledge of Conventions	CC.4.L.3

Write an Account

Display and read aloud the prompt.

> You are a National Geographic Explorer assigned to explore an amazing, faraway place. Write a one-paragraph account for National Geographic Magazine describing a day in this special place.

Study a Model

Read an Account

Explain: *Let's read one student's account.* Display and read aloud **eVisual 3.5.**

Sample Account

In the Rain Forest

Today I explored the rain forest with my guide, Miguel. I wanted to find a toucan. First, when I woke up, I heard the howler monkeys screaming. Then, as we ate breakfast, I noticed squawking parrots. Later, Miguel took me on a hike, and I saw a giant rubber tree where a woodpecker hammered on the trunk. When we stopped for lunch, I looked up and finally saw a toucan! This rain forest is amazing!

NGReach.com **Sample Account: eVisual 3.5**

INTERACTIVE WHITEBOARD TIP: Underline the first word of every sentence to show the variety.

Teach the Trait: Fluency

Introduce the concept: *When sentences flow, your writing is more fun to read and easier to understand. In this project we're going to focus on one part of fluency: starting sentences in different ways.* Display and read aloud **eVisual 3.6.**

Writing Trait: Fluency

Writing that is fluent

- has sentences that vary
- sounds natural when read aloud.

NGReach.com **Writing Trait: Fluency: eVisual 3.6**

INTERACTIVE WHITEBOARD TIP: Place a check next to each point as you explain it.

Ask students to think about ways to improve this sentence: *I explored the rain forest with my guide. I wanted to find a toucan. I heard the howler monkeys screaming.*

Ask: *How do the sentences begin?* (They all begin with the word *I*.) *How could we improve them?* (start the sentences in different ways) Reread **eVisual 3.5** and point out the sentence variety.

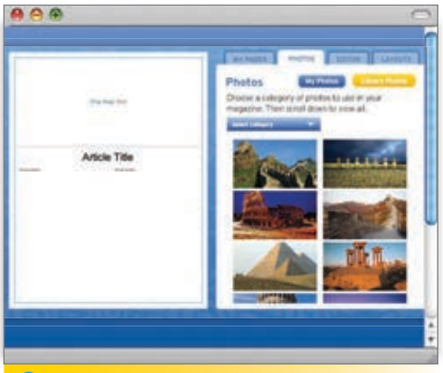
Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (National Geographic Explorer) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

Role: National Geographic Explorer
Audience: National Geographic Magazine readers
Form: Account

Then have partners look at **Magazine Maker** photos of different places. Encourage them to choose several photos that inspire topic ideas. Have students individually complete the RAFT by choosing the photo of the faraway place they would like to focus on.

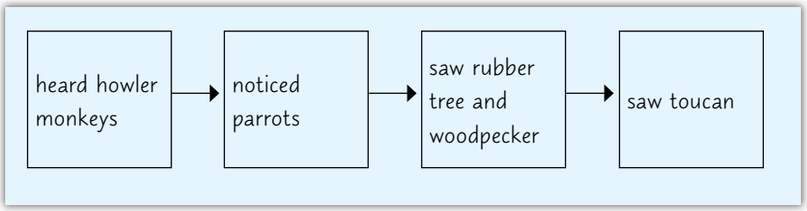


NGReach.com **Magazine Maker**

Have students think about what it would be like to explore their chosen place, including what they might see, hear, smell, and feel in the course of a single day there. Have students trap their ideas in an idea web.

Get Organized

Review the sample: *The author of "In the Rain Forest" presents the events in her account in sequence.* Display a sequence chain and review: *A sequence chain shows events in the order in which they happen.* Model using the events from "In the Rain Forest" to complete the sequence chain.



Sequence Chain

Have students create sequence chains using the ideas from their idea webs to plan their paragraphs.

Draft

Write Ideas

Have students begin their drafts by inserting the photographs they chose. Then have students draft their accounts. Remind them to focus on fluent writing.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students have trouble organizing their ideas.

STRATEGY Have each student write a sentence for each event on a separate strip of paper. Encourage students to put their sentence strips in the correct order.

Daily Language Arts

Spelling and Word Work ☑
Practice pages T143k–T143l

Daily Grammar ☑
Have students find the plural nouns in "In the Rain Forest." (*monkeys, parrots*) Use pages T143m–T143n to practice plural nouns.

Daily Writing Skills ☑
Point out the signal words in "In the Rain Forest." *(today, first, then, later)* Then use pages T143o–T143p to practice using signal words.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the accounts and offer ideas to improve the fluency. Display language frames to guide the discussion.

Language Frames

Retell	Make Suggestions
• First, _____. • Then, _____. • Next, _____. • Finally, _____.	• _____ sentences flowed well together. • Can you change how you begin the sentence about _____?

Make Changes

Have students revise their accounts. Remind students to vary the way they begin their sentences and to make sure their sentences flow logically from one sentence to another.

Demonstrate how to delete a large amount of text in **Magazine Maker**: select the text you wish to delete and press the "Backspace" button.

See **Differentiate**

Student Sample: Revise

I explored the rain forest with my guide Miguel. I heard the howler monkies screaming. I noticed squawking parrots. Miguel took me on a hike, and I saw a giant rubber tree where a woodpecker hammered on the trunk. When we stopped for lunch I looked up and finally saw a toucan! This rain forest is amazing!

Sample Analysis

These sentences all begin the same way.

I can add signal words and clauses to help my reader know when things happen. That will vary my sentences, too.

Differentiate

BL Below Level

ISSUE Students do not know how to vary their sentences.

STRATEGY Have students underscore the first word of each sentence. Then have them check the underscored words for variety. If they need support, suggest they follow "In the Rain Forest" as a guide for starting their own sentences: the first sentence starts with an adverb, the second with a pronoun, the next with an adverb, and so on.

AL Above Level

ISSUE Students use signal words, but paragraphs lack sentence variety.

STRATEGY Encourage students to begin some sentences with clauses and phrases that give details about when each event happened.

Edit and Proofread

Check the Account

Have students check their grammar and spelling, focusing on the Week 1 spelling words and on plural nouns. Review adding a comma to separate each introductory clause from the rest of the sentence.

Student Sample: Edit and Proofread

Today I explored the rain forest with my guide Miguel. I wanted to see a toucan. First, when I woke up I heard the howler monkies screaming. Then, as we ate breakfast I noticed squawking parrots. Later, Miguel took me on a hike, and I saw a giant rubber tree where a woodpecker hammered on the trunk. When we stopped for lunch I looked up and finally saw a toucan! This rain forest is amazing!

Sample Analysis

I misspelled monkeys. I'll fix that.

I need to add a comma between the clause and the sentence.

Publish and Present

Make a Final Copy

Remind students that **Magazine Maker** allows them to move images around, resize them, and add or delete images. Encourage students to try different layouts or add pictures to support or enhance the account.

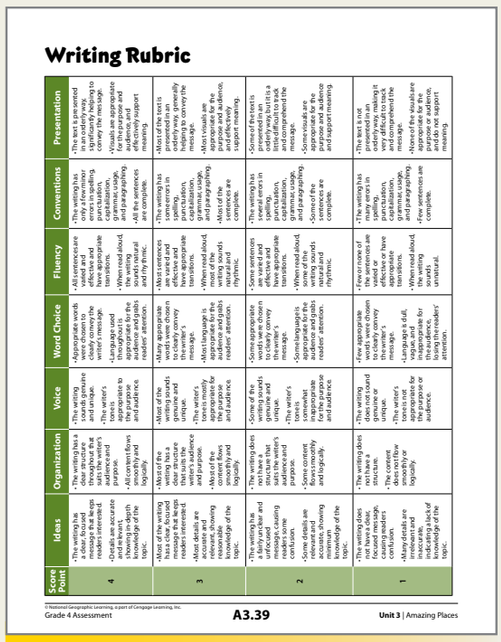
Have students add titles to their paragraphs and print their work.

Student Sample: Publish

Share with Others

Review: *When you read aloud, speak slowly enough for your listener to understand.* Model displaying the account and reading it aloud. Then form small groups. Have group members take turns reading their accounts aloud.

Then have groups bind the pages together to make Explorer magazines. Have students make additional copies of their paragraphs and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's account.



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	•The writing has a clear, focused message that keeps readers interested. •Details are accurate and relevant, showing in-depth knowledge of the topic.	•The writing has a clear structure that suits the writer's audience and purpose. •All content flows smoothly and logically.	•The writing sounds genuine and unique. •The writer's tone is appropriate to the purpose and audience.	•Appropriate words were chosen to clearly convey the writer's message. •Language used throughout is appropriate for the audience and grabs readers' attention.	•All sentences are varied and effective and have appropriate transitions. •When read aloud, the writing sounds natural and rhythmic.	•The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. •All the sentences are complete.	•The text is presented in an orderly way, significantly helping to convey the message. •Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	•Most of the writing has a clear, focused message that keeps readers interested. •Most details are accurate and relevant, showing reasonable knowledge of the topic.	•Most of the writing has a clear structure that suits the writer's audience and purpose. •Most of the content flows smoothly and logically.	•Most of the writing sounds genuine and unique. •The writer's tone is mostly appropriate for the purpose and audience.	•Many appropriate words were chosen to clearly convey the writer's message. •Most language is appropriate for the audience and grabs readers' attention.	•Most sentences are varied and effective and have appropriate transitions. •When read aloud, most of the writing sounds natural and rhythmic.	•The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. •Most of the sentences are complete.	•Most of the text is presented in an orderly way, generally helping to convey the message. •Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	•The writing has a fairly unclear and unfocused message, causing readers some confusion. •Some details are relevant and accurate, showing minimum knowledge of the topic.	•The writing does not have a structure that suits the writer's audience and purpose. •Some content flows smoothly and logically.	•Some of the writing sounds genuine and unique. •The writer's tone is somewhat inappropriate for the purpose and audience.	•Some appropriate words were chosen to clearly convey the writer's message. •Some language is appropriate for the audience and grabs readers' attention.	•Some sentences are varied and effective and have appropriate transitions. •When read aloud, some of the writing sounds natural and rhythmic.	•The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. •Some of the sentences are complete.	•Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. •Some visuals are appropriate for the purpose and audience and support meaning.
1	•The writing does not have a clear, focused message, causing readers confusion. •Many details are inaccurate, indicating a lack of knowledge of the topic.	•The writing does not have a structure. •The content does not flow smoothly or logically.	•The writing does not sound genuine or unique. •The writer's tone is not appropriate for the purpose or audience.	•Few appropriate words were chosen to clearly convey the writer's message. •Language is dull, vague, and inappropriate for the audience and grabs readers' attention.	•Few or none of the sentences are varied and effective or have appropriate transitions. •When read aloud, the writing sounds unnatural.	•The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. •Few sentences are complete.	•The text is not presented in an orderly way, making it very difficult to track and comprehend the message. •None of the visuals are appropriate for the purpose or audience, and do not support meaning.

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

Grade 4 Assessment A3.39 Unit 3 | Amazing Places

NGReach.com **Assessment Master A3.39**

Week 1 Assessment & Reteaching

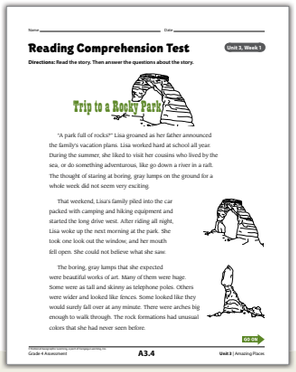
☑ = TESTED

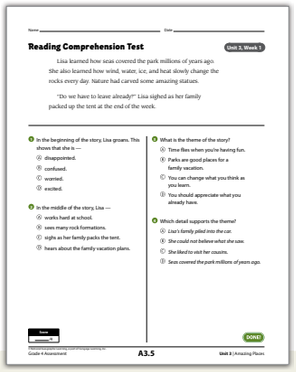
Assess

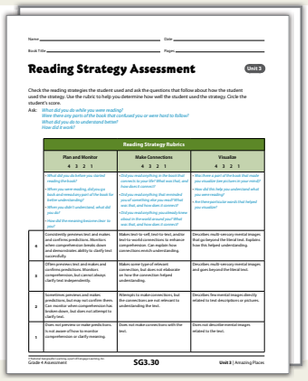
OBJECTIVES | **ASSESSMENTS**

Reading

- ☑ Determine Theme
- ☑ Visualize to Comprehend Literature


Reading Comprehension Test
Unit 3, Week 1
Directions: Read the story. Then answer the questions about the story.
Trip to a Rocky Park
A3.4


Reading Comprehension Test
Unit 3, Week 1
A3.5

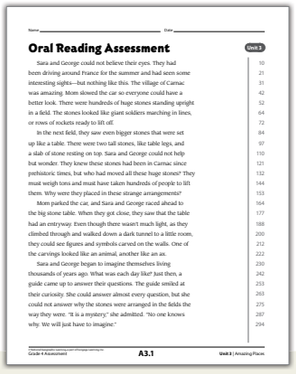

Reading Strategy Assessment
Unit 3
SG3.30

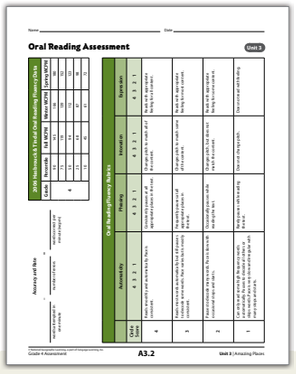
Reading Comprehension Test
A3.4–A3.5

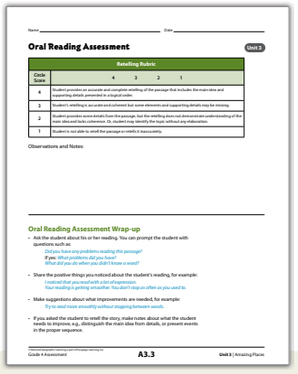
Reading Strategy Assessment
SG3.30–SG3.31

Fluency

- ☑ Intonation
- ☑ Accuracy and Rate


Oral Reading Assessment
Unit 3
A3.1


Oral Reading Assessment
Unit 3
A3.2

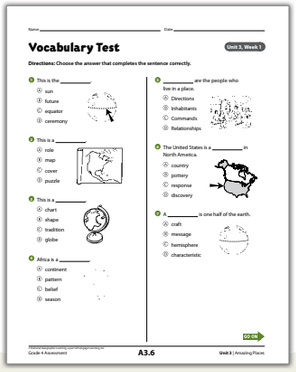

Oral Reading Assessment
Unit 3
A3.3

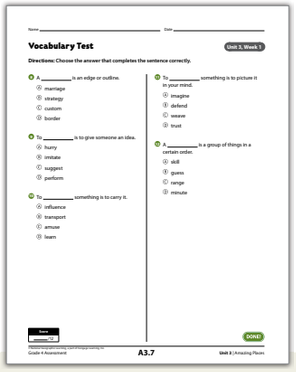
Oral Reading Assessment
A3.1–A3.3

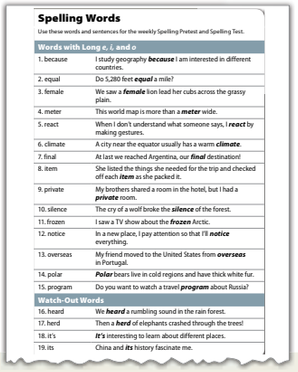
Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

- ☑ Use Domain-Specific Words
- ☑ Use Academic Words
- ☑ Spell Words with Long *e*, *i*, *o*
- ☑ Use Commonly Misspelled Words Correctly


Vocabulary Test
Unit 3, Week 1
A3.6


Vocabulary Test
Unit 3, Week 1
A3.7

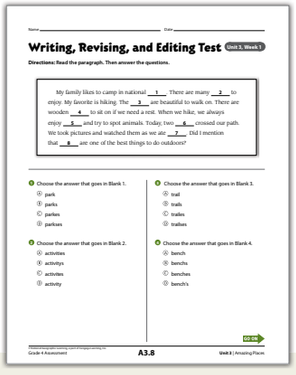

Spelling Words
A3.39

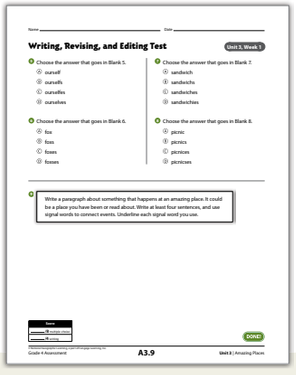
Vocabulary Test
A3.6–A3.7

Spelling Pretest/ Spelling Test
T143k

Grammar and Writing

- ☑ Use Plural Nouns
- ☑ Words that Signal Nouns
- ☑ Use Signal Words in Writing


Writing, Revising, and Editing Test
Unit 3, Week 1
A3.8


Writing, Revising, and Editing Test
Unit 3, Week 1
A3.9

Writing Rubric
A3.39

Writing, Revising, and Editing Test
A3.8–A3.9

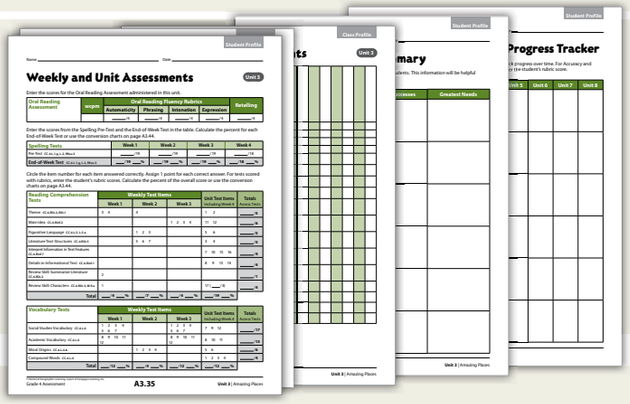
Writing Rubric
A3.39

NGReach.com

ExamView®

Reteach and Practice

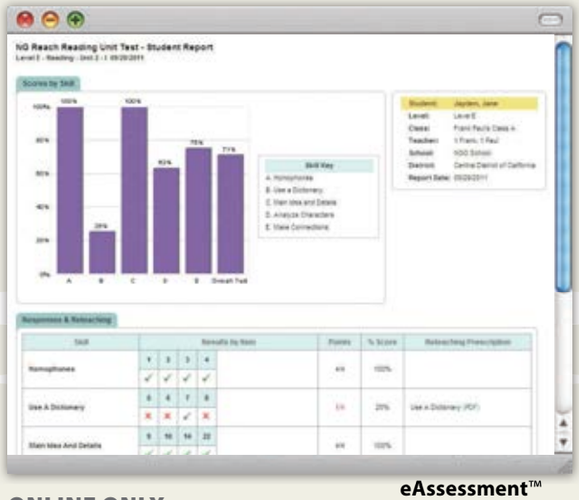
REPORTS



PRINT & ONLINE

Report Forms

Student Profile: Weekly and Unit Assessments	A3.35–A3.36
Class Profile: Weekly and Unit Assessments	A3.37
Student Profile: Strengths and Needs	A3.38
Student Profile: Oral Reading Progress Tracker	A1.3



eAssessment™

ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Tests

Class Profile: Weekly and Unit Tests

Standards Summary Report

RESOURCES AND ROUTINES

Reading

RETEACH

Theme: Reteaching Master RT3.1

Visualize: Reteaching Master RT3.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T143k–T143l

Grammar and Writing

RETEACH

Plural Nouns: Anthology Handbook, page 596

Signal Nouns: Anthology Handbook, page 598

Writing: Reteaching Writing Routine, page BP51

Writing Trait: Organization: Reteaching Master RT3.3

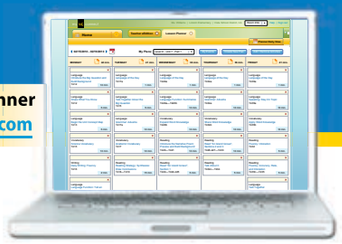
ADDITIONAL PRACTICE

More Grammar Practice PM3.8

Daily Writing Skills Practice, pages T143o–T143p

Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

	Day 1	Day 2
WHOLE GROUP TIME	**Listen and Comprehend**	**Read and Comprehend**
Anthology		
Speaking and Listening 5–10 minutes	**Academic Talk** CC.4.SL.1; CC.4.SL.1.b Discuss the Big Question T167q	**Academic Talk** Preview and Predict T168c
Language and Vocabulary 15–25 minutes	**Daily Spelling and Word Work** CC.Rfou.3; ☑Pretest: Multisyllabic Words and Commonly Misspelled Words T167k CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d **Daily Grammar** CC.4.L.1; CC.4.L.3 ☑Demonstrative Adjectives T167m **Vocabulary Strategy** CC.4.L.4.b ☑Word Origins T167q–T168	**Daily Spelling and Word Work** CC.4.Rfou.3.a; CC.4.L.2.d ☑Practice T167k–T167l **Daily Grammar** CC.4.L.1; CC.4.L.3 ☑Demonstrative Adjectives T167m **Vocabulary Strategy** CC.4.L.4.b ☑More Word Origins T168c
Reading 20–40 minutes	**Reading** Read Aloud: Fantasy T168a **Comprehension** CC.4.L.5; CC.4.L.5.a ☑Explain Figurative Language T168a–168b **Fluency** ☑Model Expression T168a	**Reading** CC.4.Rlit.10 Read a Free-Verse Poem T169–T170 **Comprehension** CC.4.Rlit.10; ☑Visualize T169, T170 CC.4.L.5; ☑Analyze Figurative Language T170 CC.4.L.5.a; CC.4.Rlit.4; Line Breaks T170 CC.4.Rlit.10 **Fluency** CC.4.Rfou.4.b ☑Practice Expression, Accuracy, Rate T169
Writing 15–45 minutes	**Power Writing** T167q CC.4.W.10 **Daily Writing Skills** CC.4.W.3.d; CC.4.W.10 Sensory Details T167o **Writing** CC.4.W.10; CC.4.L.5 Write with Figurative Language T168b **Writing Project: Poem** CC.4.W.3.d; CC.4.SL.1.d Study a Model T173i	**Power Writing** T168c CC.4.W.10 **Daily Writing Skills** CC.4.W.3.d; CC.4.W.10 Sensory Details T167o **Writing** CC.4.W.1; CC.4.W.1.b Write a Response T171 **Writing Project: Poem** CC.4.SL.1.a Prewrite T173i–T173j
SMALL GROUP READING TIME	**Read Social Studies Articles**	**Read Fiction Books**
Fiction & Nonfiction 20 minutes	**Vocabulary** **Learn Social Studies Vocabulary SG11** CC.4.L.6 **Reading** **Use Details and Examples to Explain Text SG10** CC.4.Rinf.1 Build Comprehension SG11 CC.4.Rinf.10	**Vocabulary** Learn Story Words SG12–SG13 **Reading** CC.4.Rlit.10 Introduce SG12–SG13 Read SG14–SG15 ☑Explain Figurative Language SG14–SG15 CC.4.L.5 ☑Visualize to Comprehend Literature SG14–SG15 CC.4.Rinf.10
LEARNING STATION TIME		
20 minutes		**Speaking and Listening** T167i CC.4.L.3 **Language and Vocabulary** T167i CC.4.L.6 **Writing** T167i CC.4.L.3 **Cross-Curricular** T167j CC.4.W.9 **Reading and Intervention T167j; SG68** CC.4.Rlit.10; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c

BIG Question **Why learn about other places?**

Day 3

Read and Compare

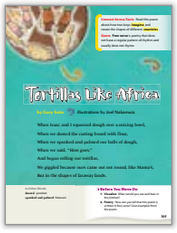
Academic Talk CC.4.SL.1; CC.4.SL.1.b; CC.4.SL.4
Talk Together T172

Daily Spelling and Word Work CC.4.Rfou.3.a; CC.4.L.2
☑ Practice T167k–T167l

Daily Grammar CC.4.L.1; CC.4.L.3
☑ Plural Nouns T167n, T172a

Vocabulary Review CC.4.L.6
☑ Review Social Studies and Academic Vocabulary T171a

Reading CC.4.Rlit.10
Reread a Free-Verse Poem T171a



Comprehension CC.4.L.5; CC.4.L.5.a
☑ Compare Figurative Language T171a

Fluency CC.4.Rfou.4.b
☑ Practice Expression T171a

Power Writing T171a CC.4.W.10

Daily Writing Skills CC.4.W.3.d; CC.4.W.10
Sensory Details T167p

Writing CC.4.L.1
Write to Reinforce Grammar T173

Writing Project: Poem CC.4.W.3.d; CC.4.W.5; CC.4.W.10
Draft T173j

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.10
Read and Integrate Ideas SG14–SG15

☑ Explain Figurative Language SG14–SG15 CC.4.L.5

☑ Visualize to Comprehend Literature SG14–SG15 CC.4.Rinf.10

Day 4

Read and Comprehend

Academic Talk CC.4.Rfou.4.b
Read Poetry Aloud T173d

Daily Spelling and Word Work CC.4.L.2.d
☑ Practice T167k–T167l

Daily Grammar CC.4.L.1;CC.4.L.2; CC.4.L.3
☑ Grammar and Writing T167n

Vocabulary Practice CC.4.L.4.b; CC.4.L.4.c
☑ Word Origins T173c

Reading
Read a Poem T173a

Comprehension CC.4.Rlit.5
☑ Identify Elements of a Poem T173a

Fluency CC.4.Rfou.4.b
☑ Model and Practice Expression T173b

Power Writing T173c CC.4.W.10

Daily Writing Skills CC.4.W.3.d; CC.4.W.10
Sensory Details T167p

Writing CC.4.L.5
Write a Poem T173d

Writing Project: Poem CC.4.L.1; CC.4.L.2; CC.4.L.3
Revise; Edit and Proofread T173k–T173l

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.Rlit.10
Read and Integrate Ideas SG14–SG15

☑ Explain Figurative Language SG14–SG15 CC.4.L.5

☑ Visualize to Comprehend Literature SG14–SG15 CC.4.Rinf.10

Day 5

Review and Compare

Academic Talk CC.4.SL.1.a; CC.4.SL.1.b
Relate Readings to the Big Question T173h

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.2; CC.4.L.3
☑ Review T167n

Vocabulary Practice CC.4.L.4.b, CC.4.L.4.c
☑ Word Origins T173e

Reading
Read a Poem T173f

Comprehension CC.4.Rlit.2
Determine Theme T173f
Compare Themes T173g

Power Writing T173e CC.4.W.10

Daily Writing Skills CC.4.W.3.d; CC.4.W.10
Sensory Details T167p

Writing CC.4.W.10
Write About Theme T173g

Writing Project : Poem
Publish and Present T173l

Read Fiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.4.L.5; CC.4.Rinf.10; CC.4.SL.1.a
Connect Across Texts SG15

Writing CC.4.W.2
Choose a Writing Option SG15

ASSESSMENT & RETEACHING

Assessment and Reteaching T173m-T173n

☑ Reading Comprehension Test A3.10–A3.12 CC.4.L.5; CC.4.Rlit.5; CC.4.L.5.a

☑ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10

☑ Oral Reading Assessment A3.1–A3.3 CC.4.Rfou.4

☑ Vocabulary Test A3.13 CC.4.L.4.b; CC.4.L.6

☑ Spelling Test: Multisyllabic Words and Commonly Misspelled Words T167k CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d

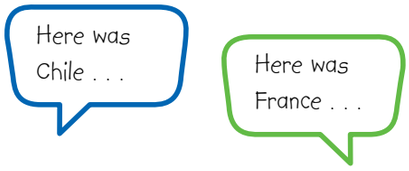
☑ Writing, Revising, and Editing Test A3.14–A3.15 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching Masters RT3.4–RT3.7

Week 2 Learning Stations

Speaking and Listening

Option 1: Partner-Read a Poem



MATERIALS

recording device

Have partners give an oral interpretation of "Tortillas Like Africa."

- Have partners practice reading alternating lines aloud.
- Encourage students to add variety and contrast to their expression of the words.
- Have students record their interpretation and provide an explanation for their approach.

Use Knowledge of Language CC.4.L.3

Option 2: Dramatize a Poem

MATERIALS

scissors • world map or globe

Have partners do a dramatic interpretation of "Tortillas Like Africa."

- Have partners choose roles and assign lines.
- Have partners create country-shaped pieces of paper to use as props.
- Have partners practice using movements and props as they read the poem aloud.
- Have students perform their interpretation.

Use Knowledge of Language CC.4.L.3

Language and Vocabulary

Key Words

border · continent · country · figurative language · equator · globe · hemisphere · imagine · inhabitant · map · range · suggest · theme · transport · visualize

Option 1: Vocabulary Games

NGReach.com **Online Vocabulary Games**

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook

NGReach.com **My Vocabulary Notebook**

Have students expand their word knowledge. Under Add More Information > Related Words, have students add demonstrative adjectives to the appropriate nouns, such as "this country" or "that map."

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Writing

Option 1: Figurative Language

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 17

Teacher's Guide on NGReach.com

Digital Library: Language Builder Picture Cards E27–E39

dictionary • sticky notes • colored markers

Use Knowledge of Language CC.4.L.3

Option 2: Write a Poem

MATERIALS

colored markers

Display the following prompt:

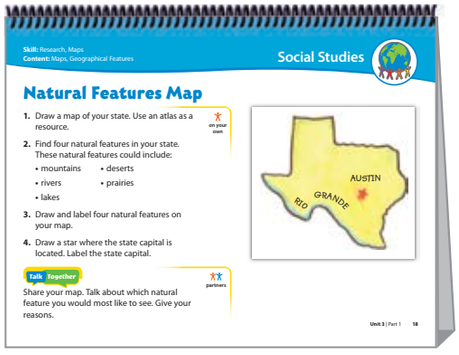
> Write a poem about a common object that can appear to take on the shape of something else. Use "Tortillas Like Africa" as a model.

Have students draw pictures to illustrate their poems.

Use Knowledge of Language CC.4.L.3

Cross-Curricular

Option 1: Natural Features Map



PROGRAM RESOURCES & MATERIALS

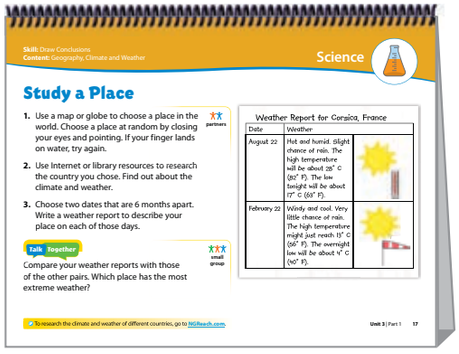
Cross-Curricular Teamwork Activities: Card 18

Teacher's Guide on NGReach.com

atlases • state maps or travel guides • colored markers

Draw Evidence from Texts	CC.4.W.9

Option 2: Study a Place



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 17

Teacher's Guide on NGReach.com

Student Resources Directory

world map or globe • world almanacs, encyclopedia, country guides • colored markers

Draw Evidence from Texts	CC.4.W.9

Reading

Option 1: 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 Week 2 Small Group Reading, Recommended Books (see page SG68), or the Leveled Book Finder. Then 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.4.Rlit.10
Read and Comprehend Informational Texts	CC.4.Rinf.10

Option 2: Author Study

Gary Soto

Visualization Chart

	Details	Images	Feelings
"Papi's Menudo"			
"Eyeglasses"			

MATERIALS

poems by Gary Soto, such as "Papi's Menudo," "Eyeglasses," and "Left Shoe on the Right Foot"

As partners read the poems, have them create a visualization chart.

Then have students use their charts to discuss similarities and differences in how they visualized each poem.

Students may wish to select from additional recommended books. See **Independent Reading** on page SG68.

Read and Comprehend Literature	CC.4.Rlit.10

Intervention

Phonics Games

NGReach.com **Online Phonics Games**

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to read Multisyllabic Words	CC.4.Rfou.3.a

For Reteaching Masters, see pages RT3.4–RT3.7.

Additional Resources

Reach into Phonics

Lesson 35

Use Context to Confirm or Self-Correct Word Recognition and Understanding	CC.4.Rfou.4.c

ESL Kit

ESL Teacher's Edition pages T168a–T174h

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Spell Multisyllabic Words**
- ☑ **Use Commonly Misspelled Words Correctly**

SUGGESTED PACING

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

Spelling Pretest Day 1

Spelling Test Day 5

Spelling Words

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

Multisyllabic Words	
1. address	Our school's ***address*** is 59 Spring Street, Garden City, Illinois.
2. blanket	In winter, I put another ***blanket*** on my bed.
3. captain	The ***captain*** guided his ship into the harbor.
4. explain	Please ***explain*** the math problem again so I can understand it.
5. extreme	Very few animals can survive the ***extreme*** temperatures of the Arctic.
6. handsome	The starring actress is pretty, and the lead actor is ***handsome***.
7. instead	May I please have corn tortillas ***instead*** of flour?
8. landscape	You can see a great view of the city's ***landscape*** from the bridge.
9. message	Dad sent me an e-mail ***message*** to remind me about soccer practice.
10. morsel	A tiny ***morsel*** of cake was left on the platter at the end of the party.
11. necklace	Jess wears a silver ***necklace*** around his neck for good luck.
12. rescue	The Red Cross used dogsleds to ***rescue*** people lost in the snowstorm.
13. sixteen	My brother is ***sixteen***, so now he can drive me to school.
14. thirsty	You will get ***thirsty*** in the desert, so carry a lot of water.
15. welcome	We always ***welcome*** our grandparents with hugs and kisses.
Watch-Out Words	
16. choose	Tonight, you may ***choose*** whatever you want on your pizza.
17. chose	I ***chose*** anchovies last time, but that was a bad choice.
18. who's	***Who's*** the player with the most points?
19. whose	Do you know ***whose*** turn it is now?

VCCV Pattern Day 2 Option 1

MATERIALS

index cards, 7 per pair of students • scissors • colored pencils

Teach

Display the word *border,* circle the *r* and *d,* and pronounce the word. Explain: *When two consonants come between two vowels, we divide the word between the two consonants into a two-syllable word.*

Prepare

- Have partners write word cards for *blanket, captain, message, morsel, rescue, sixteen,* and *welcome,* using a different color for each of the two middle consonants in each word.
- Have partners cut each card in two between the two colored letters and scatter the card parts so that all word parts are visible.

Play a Game

- Have partners take turns matching word parts to recreate the original set of seven words.
- Have students chorally read the words.

Use Syllabication Patterns to Read Multisyllabic Words CC.4.Rfou.3.a

Power Up! Day 2 Option 2

MATERIALS

index cards, 12 per pair of students

Prepare

Have each partner choose six of his or her most challenging spelling words and copy each onto a separate card.

Practice

Have each student visualize his or her challenge words. Explain:

- *Look at the word.*
- *Say the word as you look at it.*
- *Close your eyes and visualize the letters.*
- *Open your eyes and write the word from memory.*
- *Check your spelling and write it again.*

Apply

Have partners take turns using each word in a sentence.

Spell Grade-Appropriate Words CC.4.L.2.d

= one student = two students = three or more students

VCCCV Day 3 Option 1

MATERIALS

index cards, 8 per pair of students • scissors • highlighters

Teach

Display the word *transport*, circle the *n* and the *sp*, and pronounce the word. Explain: *When there is a consonant blend in the middle of a multisyllabic word, we divide the word before or after the blend.*

Prepare

- Have partners write word cards for *address, explain, extreme, handsome, instead, landscape, necklace,* and *thirsty.*
- Have students highlight the consonant blend in each word.
- Have partners cut each card in two before or after the highlighted consonants and scatter the parts so that all word parts are visible.

Play a Game

- Have partners take turns matching word parts to recreate the original set of eight words.
- Have students echo-read the words aloud.

Use Syllabication Patterns to Read Multisyllabic Words CC.4.Rfou.3.a

Find Hidden Words Day 3 Option 2

Prepare

Have students write several spelling words that contain smaller words and then circle the smaller words. (Possible smaller words: add, blank, cap, plain, land, mess, neck, six, teen, thirst, come)

Create Sentences

Invite students to write sentences that include both the small words and the whole words.

If you come, you will be welcome.
Please hand me some handsome photographs.

Demonstrate Command of Spelling CC.4.L.2

Compose Silly Poetry Day 3 Option 3

Write a Poem

Have groups create rhyming nonsense poems using Watch-Out Words and other spelling words. Write each poem and display it.

The captain chose me yesterday.
But I choose you today.
Who's able to explain it?
Whose message shall I send?
I'll send it to the handsome boy
Beyond the river's bend.

Use Frequently Confused Words CC.4.L.1.g

Picture It Day 4 Option 1

MATERIALS

index cards, 19 cards per pair

Prepare

- Have partners draw simple sketches of as many spelling words as they can, one sketch per card.
- Tell students to write the associated spelling word on the back of each sketch.
- Have partners check each other's spelling.

Play a Game

- Have partners take turns displaying a sketch and asking the other to guess the word and then spell it.
- Have students continue until both partners have spelled each word correctly.

Spell Grade-Appropriate Words CC.4.L.2.d

Word Scramble Day 4 Option 2

MATERIALS

index cards, 5 per student • scissors

Prepare

- Assign five different spelling words to each student in a group.
- Have each student write his or her assigned words on a card.
- Then have students cut their words apart into separate letters.

Play a Game

- Have students combine their letters and place them face up in a pile.
- Using the letters, have students put together as many words as possible in a designated amount of time.
- When time is up, tell students to give themselves a point for each word they completed.
- Have students play several rounds. After the last round, the player with the most completed words wins.

Spell Grade-Appropriate Words CC.4.L.2.d

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Grammar: Use Demonstrative Adjectives**
- ☑ **Grammar: Use Plural Nouns**

COMMON CORE STANDARDS

Demonstrate Command of Grammar	CC.4.L.1
Demonstrate Command of Spelling	CC.4.L.2
Use Knowledge of Conventions	CC.4.L.3

Day 1

PROGRAM RESOURCES

Demonstrative Adjectives: eVisual 3.10

Game: Practice Master PM3.9

Teach the Rules

Use the suggestion on page T168b to introduce demonstrative adjectives. Use **eVisual 3.10** to teach rules for using demonstrative adjectives.

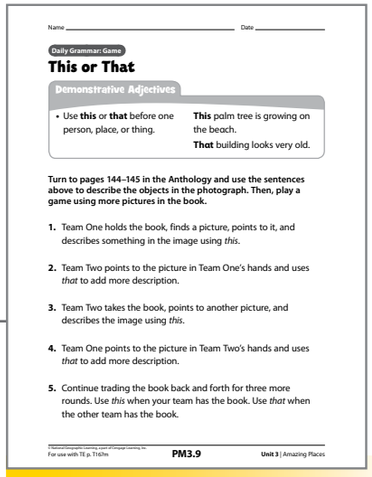
Demonstrative Adjectives

• A demonstrative adjective comes before a noun. It points out a specific person, place, or thing.	**This** boy looks sad. **That** city looks ancient. **That** map is gigantic!
• Use **this** to show that a person, place, or thing is nearby.	**This** map in my hand is small enough to carry.
• Use **that** to show that a person, place, or thing is farther away.	**That** map on the wall is too big to bring with us.

NGReach.com **Demonstrative Adjectives: eVisual 3.10**

Play a Game

Distribute **Practice Master PM3.9**. Have partners follow the directions to play the game. They will find singular objects pictured in the Anthology and describe them using the terms *this* and *that*.



Name _____ Date _____

Daily Grammar: Game

This or That

Demonstrative Adjectives

- Use **this** or **that** before one person, place, or thing.

This palm tree is growing on the beach.
That building looks very old.

Turn to pages 144–145 in the Anthology and use the sentences above to describe the objects in the photograph. Then, play a game using more pictures in the book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *this*.
2. Team Two points to the picture in Team One's hands and uses *that* to add more description.
3. Team Two takes the book, points to another picture, and describes the image using *this*.
4. Team One points to the picture in Team Two's hands and uses *that* to add more description.
5. Continue trading the book back and forth for three more rounds. Use *this* when your team has the book. Use *that* when the other team has the book.

PM3.9 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.9**

Differentiate

EL English Learners

ISSUE Students have difficulty generating original sentences.

STRATEGY Display sentence frames to help students use the demonstrative adjectives *this* and *that*.

This picture shows _____.
That picture shows _____.
This grown-up is _____.
That child is _____.
This animal is _____.

Day 2

PROGRAM RESOURCES

More Demonstrative Adjectives: eVisual 3.15

Game: Practice Master PM3.10

Teach the Rules

To review demonstrative adjectives, point out the word *these* on **Anthology** page 170. Use **eVisual 3.15** to expand on rules for using demonstrative adjectives.

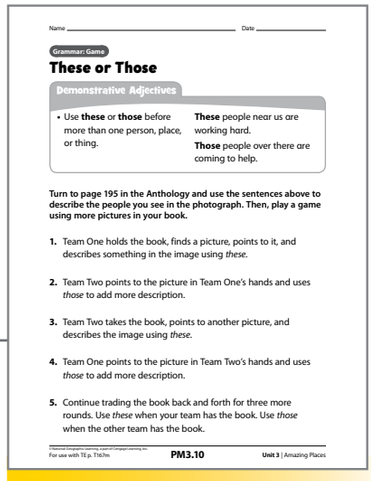
More Demonstrative Adjectives

• Demonstrative adjectives can also point out more than one specific person, place, or thing.	**These** flowers are beautiful. I want to visit **those** countries. I will buy **these** postcards.
• Use **these** to show that more than one person, place, or thing is close by.	**These** directions are confusing.
• Use **those** to show that more than one person, place, or thing is farther away.	**Those** people over there might be able to help us.

NGReach.com **More Demonstrative Adjectives: eVisual 3.15**

Play a Game

Distribute **Practice Master PM3.10**. Have partners follow the directions to play the game. They will find pictures of groups of people and describe them using the terms *these* and *those*.



Name _____ Date _____

Grammar: Game

These or Those

Demonstrative Adjectives

- Use **these** or **those** before more than one person, place, or thing.

These people near us are working hard.
Those people over there are coming to help.

Turn to page 195 in the Anthology and use the sentences above to describe the people you see in the photograph. Then, play a game using more pictures in your book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *these*.
2. Team Two points to the picture in Team One's hands and uses *those* to add more description.
3. Team Two takes the book, points to another picture, and describes the image using *these*.
4. Team One points to the picture in Team Two's hands and uses *those* to add more description.
5. Continue trading the book back and forth for three more rounds. Use *these* when your team has the book. Use *those* when the other team has the book.

PM3.10 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.10**

Differentiate

BL Below Level

ISSUE Students do not understand the difference between *these* and *those*.

STRATEGY Model using *these* and *those* to describe the placement of objects around the room.

= one student = two students = three or more students

Demonstrative Adjectives/Plural Nouns

Day 3

MATERIALS

markers for tossing game

Teach the Rules

Review: *To make most nouns plural, just add -s. If the noun ends in* s, z, sh, ch, *or* x, *add* -es. *If the noun ends in* y *after a consonant, change the* y *to* i *and add* -es. Point out that nouns that end with *y* after a vowel just add *-s*.

Copy and display a chart of plural endings and examples.

Plural Endings	Examples	
-s	map/maps	globe/globes
-es	beach/beaches	box/boxes
y to i + -es	country/countries	city/cities
y + s	valley/valleys	key/keys

Play a Game

Have partners use the word bank below to play "Toss and Spell." Explain:

- *Write one word in each square of a 12-square grid.*
- *Take turns tossing a marker into a square. Write the plural form of the noun under the word. Check the spelling. If it is correct, write your name in the square.*
- *After six turns each, count all the squares with your name. Who has more?*

journey	ash	class	temple	tax	ranch
face	border	bay	tomato	family	sky

Differentiate

AL Above Level

ISSUE Students have mastered creating plural versions of the given words.

STRATEGY Have students look for plural nouns that they encounter in their independent reading and add them to the word bank.

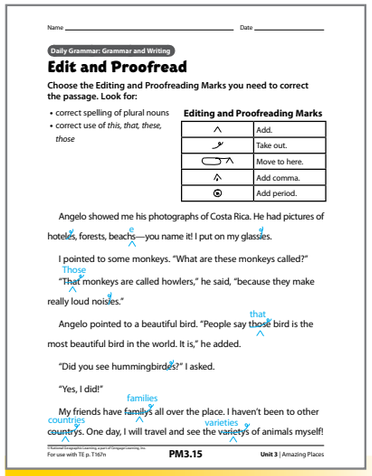
Day 4

PROGRAM RESOURCES

Grammar and Writing:
Practice Master PM3.15

Grammar and Writing

Distribute **Practice Master PM3.15**. Have students use editing and proofreading marks to correct errors with demonstrative adjectives and plural nouns.



Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct spelling of plural nouns
- correct use of *this, that, these, those*

Editing and Proofreading Marks

^	Add.
⌒	Take out.
⌒	Move to here.
^	Add comma.
⊙	Add period.

Angelo showed me his photographs of Costa Rica. He had pictures of hoteles, forests, beachs—you name it! I put on my glassies.

I pointed to some monkeys. "What are these monkeys called?" Those

"That monkeys are called howlers," he said, "because they make really loud noises."

Angelo pointed to a beautiful bird. "People say those bird is the that most beautiful bird in the world. It is," he added.

"Did you see hummingbirds?" I asked.

"Yes, I did!"

families

My friends have family all over the place. I haven't been to other countries countrys. One day, I will travel and see the varietys varieties of animals myself!

For use with TE p. T167n

PM3.15

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.15**

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A3.14-A3.15

MATERIALS

timer

Review and Assess

Display the words for Round 1. Challenge students to correct the plurals as they rewrite as many words as they can in one minute. Reset the timer and have them write the singular version of each. For Round 2, have students choose the correct demonstrative adjective for each word, based on whether the object is near or far.

Round 1:		Round 2:	
boxs	predatores	country (far)	benches (near)
galaxys	vallies	pile (near)	monkeys (far)
watchs	fizzs	mountain(far)	dresses (near)

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

Week 2 Daily Writing Skills

OBJECTIVE

Thematic Connection: Imagining the World

☑ **Use Sensory Details**

COMMON CORE STANDARDS

Use Sensory Details	CC.4.W.3.d
Write Over Shorter Time for Specific Purposes	CC.4.W.10

Introduce Sensory Words Day 1

PROGRAM RESOURCES

Sensory Details Poem: eVisual 3.11

Teach the Skill

Sensory Details Poem

Venice, island city, crossed with watery canals
Through which slender black gondolas glide.
We wander through the Piazza San Marco,
Savoring tiny cones of gelato,
Cold and sweet and creamy.
The high voices of violins slice through
The salty scent of the sea in the air,
While the rushed beating of pigeon wings
Brushes gusts of soft wind past our faces.

NGReach.com **Sensory Details Poem: eVisual 3.11**

INTERACTIVE WHITEBOARD TIP: Underline sensory words. Use a different color for each sense.

Chorally read the poem. Then explain the skill: *Sensory details tell how things look, smell, sound, taste, and feel. Sensory details help the reader clearly visualize the writer's topic.*

Reread the first line of the poem. Point out: "crossed with watery canals." Explain: *These words help me picture a place with lots of waterways.*

Continue rereading the poem. Pause after each line and ask students to identify the sensory details and with which sense they associate the detail. (Possible responses: Sight: slender black gondolas, pigeons beating their wings; Smell: salty scent; Sound: high voices of violins, rushed beating; Feel: cold, soft wind; Taste: sweet, creamy)

Then tell students to imagine eating a snow cone on a scorching hot day in a busy city. Create a chart and have students offer sensory details to describe the scene.

Look	Smell	Sound	Feel	Taste
Rushing people and cars	Dirty air	Honking horns	Hot sidewalk Icy snow cone	Sweet snow cone

Then model using the sensory details to write a sentence, such as: *As the cars rushed past me, I stood on the hot sidewalk and slurped my sweet, icy snow cone.*

Sensory Sentences Day 2 Option 1

PROGRAM RESOURCES

Digital Library Key Word Image for *suggest*

Introduce

Display the image of the volcano. Have partners imagine what it would be like to be in this scene and then write sensory details to describe what they see, hear, smell, feel, and taste.

Prompt

Have students use the sensory details to write three sentences about this scene.

Sensory Paragraph Day 2 Option 2

Introduce

Have students write as many sensory details as they can about your school's playground.

Prompt

Have students use their details to write a paragraph about going to recess on the playground. Then have students read their paragraphs aloud to a partner. Have partners identify the details that help them visualize the scene.

= one student = two students = three or more students

Sensory Details

Daily Language Arts

SUGGESTED PACING

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

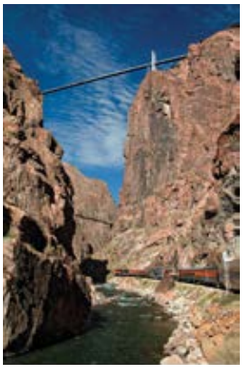
Sensory Paragraph Day 3 Option 1

PROGRAM RESOURCES

Digital Library Image E30

Introduce

Display the image of the Royal Gorge in Colorado. Tell students to imagine standing on the bridge above the gorge. Have partners discuss what sensory details they could use to describe the photo.



Prompt

Have each student write a paragraph that describes to their families and friends back home what they see, hear, smell, taste, and feel in the Royal Gorge.

Sensory Paragraph Day 3 Option 2

Introduce

Have students think of their favorite places, such as a building, a city, a park, a place in the country, or a natural landmark.

Prompt

Have each student write a five-sentence paragraph describing the place. Tell students to use sensory details to explain to readers what students can see, smell, hear, taste, and feel in this place. Then have students read their descriptions to partners. The partners sketch the places described.

Sensory Poem Day 4

PROGRAM RESOURCES

Sensory Details Poem: eVisual 3.11

Introduce

Display the sensory details poem again. Review examples of details that tell how things look, sound, smell, taste, and feel.

Practice

Tell students that they will choose a place and write a poem about it. Ask partners to brainstorm sensory details to describe their chosen topic. Then have them work together to write the poem. Have partners read their poem aloud to another pair.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.14–A3.15

Review the Skill

Have partners choose a place (real or imaginary) to which they would like to travel. Ask partners to work together to write a paragraph using sensory details to tell how things in their chosen place might look, sound, smell, taste, and feel. Have them write at least three sentences.

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

Day 1 Listen and Comprehend

Fantasy

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Use Greek and Latin Roots and Affixes to Determine Word Meanings**
- ☑ **Explain Figurative Language**

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 3.9

MATERIALS

world map • timer

Power Writing

Have students write as much as they can as well as they can in one minute about *geography.*

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

COMMON CORE STANDARDS

Writing	
Write Over Shorter Time for Specific Purposes	CC.4.W.10
Speaking and Listening	
Discuss Topics, Expressing Ideas Clearly	CC.4.SL.1
Follow Rules for Discussions and Carry Out Assigned Roles	CC.4.SL.1.b
Language and Vocabulary	
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b
Demonstrate Understanding of Figurative Language	CC.4.L.5
Explain Similes and Metaphors	CC.4.L.5.a

WARM-UP

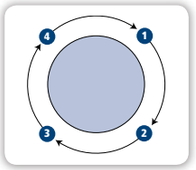
Have students review the reading from Week 1, including "How I Learned Geography" and *The Great Wall of China*. Have students call out places mentioned in the reading. Ask volunteers to point to the places on a world map.

Academic Talk

1 Discuss the Big Question

Remind students that when they speak to others, it is important to use precise words. Explain that clear language will help their listeners understand the ideas.

Demonstrate using precise language to answer the Big Question based on the texts that students have read so far in whole and small groups: *When I read about China, I found out about the Mongols, fierce invaders from the northern steppes. Now I know more about the history of that part of the world.*



Roundtable

Use a **Roundtable** to have students discuss the Big Question in relation to the reading for Week 1. Remind students to express their ideas clearly by using precise language.

- Have students form groups of four.
- Ask each group member to give an example from one of the readings that shows why people should learn about other places.
- Have groups share one example with the class.

*For **Roundtable**, see page BP46.*

Vocabulary Strategy

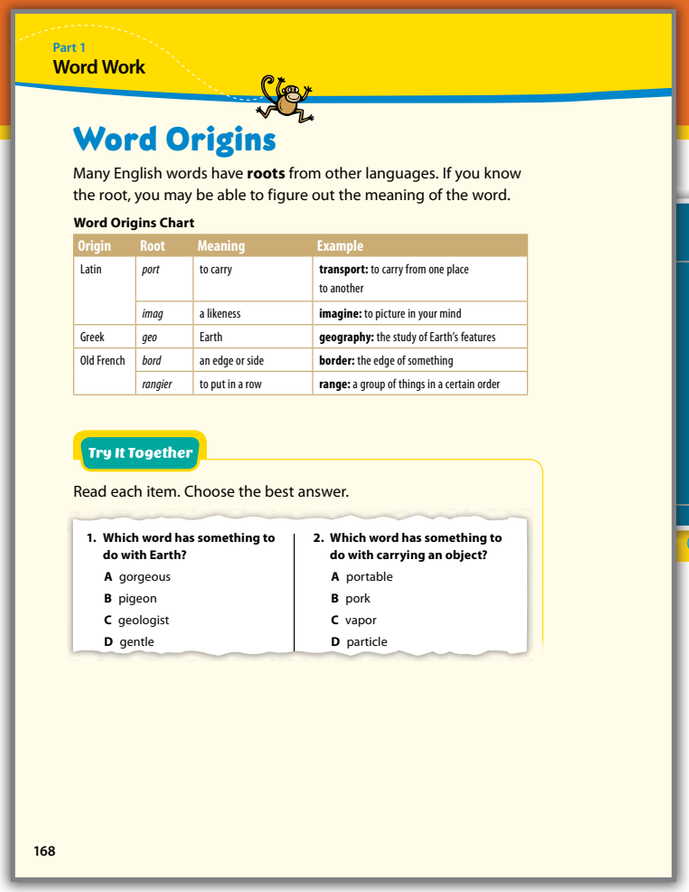
2 Word Origins ☑ Anthology page 168

Say: *One thing you might learn about another country is the language spoken there. Did you know that some English words have origins in other languages?*

Project **Student eEdition** page 168 and read aloud the introduction. Explain: *Since the Latin root* port *means "to carry," I can figure out that* **transport** *means "to carry from one place to another."* Have students read the chart.

Model using the strategy: *The word* portable *has* port *in it so I know the meaning has to do with carrying. When something is portable, you can carry it from one place to another.* Repeat with the words *image* (a likeness), *geology* (the study of Earth through rocks), *borderline* (the edge or line on the outside of an area), and *arrange* (to put in an order).

See **Differentiate**



Part 1
Word Work

Word Origins

Many English words have **roots** from other languages. If you know the root, you may be able to figure out the meaning of the word.

Word Origins Chart

Origin	Root	Meaning	Example
Latin	*port*	to carry	**transport:** to carry from one place to another
	imag	a likeness	**imagine:** to picture in your mind
Greek	*geo*	Earth	**geography:** the study of Earth's features
Old French	*bord*	an edge or side	**border:** the edge of something
	rangier	to put in a row	**range:** a group of things in a certain order

Try It Together

Read each item. Choose the best answer.

1. **Which word has something to do with Earth?**
   - **A** gorgeous
   - **B** pigeon
   - **C** geologist
   - **D** gentle

2. **Which word has something to do with carrying an object?**
   - **A** portable
   - **B** pork
   - **C** vapor
   - **D** particle

168

Anthology page 168

STUDENT TECHNOLOGY

Student eEdition

Resources

NGReach.com

3 Try It Together **Anthology** page 168

Read the directions aloud and have partners work together to answer the questions. (question 1: C; question 2: A)

Check & Reteach

OBJECTIVE: Use Greek and Latin Roots and Affixes to Determine Word Meanings ☑

As students figure out meanings for the words *image, geology, borderline,* and *arrange,* determine whether they are able to use the meanings of roots to understand words.

If students cannot correctly relate roots to words, have them:

- Write the words *porter, geocentric,* and *borderland* and circle the roots (*port, geo, bord*)
- Use the chart on page 168 to review the meanings of the roots.
- Point to the circled root in each word and say this sentence frame aloud: *The root _____ means "_____," so the word _____ has something to do with _____.*

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T167o–T167p)
- ✓ Power Writing (T167q, T168c, T171a, T173c, T173e)
- ✓ Writing (T168b, T171, T173, T173d, T173g)
- ✓ Writing Project (T173i–T173l)

Differentiate

EL English Learners

ISSUE Spanish speakers need to become more familiar with the example words in the chart on page 168.

STRATEGY Use Spanish cognates, pointing out the roots:

transport/transportar	*imagine/imaginar*
geography/geografía	*border/borde*

AL Above Level

ISSUE Students are ready for more complex word work.

STRATEGY Provide these words and have students determine meanings:

export
geochemistry
prearranged

Encourage students to use online or print dictionaries to confirm the meanings.

Listen and Comprehend

Fantasy

Fluency

Model Expression As you read the **Read Aloud,** model how to read text that is rich in description. Explain: *When you read with expression, change your voice to support the meaning of the text.*

Comprehension

4 Figurative Language

Introduce: *Writers use **figurative language** to help readers **imagine** people, places, and things. Similes and metaphors are types of **figurative language**.* Write and display the definitions of simile and metaphor.

- A simile compares two things using words such as *like* or *as*.
- A metaphor compares two things by saying one thing is the other.

Display **eVisual 3.9** and read aloud the first paragraph. Reread and pause to point out the simile ("like the highest seat of a Ferris wheel when it pauses in its turning") and metaphors ("The weeks that come before are only a climb from balmy spring,"/"those that follow a drop to the chill of autumn").

Explain the meaning of the simile of the Ferris wheel: *The first week of August is the pause in summer when things turn from the warm spring to the cool autumn.* Have students explain the metaphor.

Read Aloud

Fantasy

From *Tuck Everlasting* by Natalie Babbitt

The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning. The weeks that come before are only a climb from balmy spring, and those that follow a drop to the chill of autumn, but the first week of August is motionless, and hot . . . .

The sky was a ragged blaze of red and pink and orange, and its double trembled on the surface of the pond like color spilled from a paintbox. The sun was dropping fast now, a soft red sliding egg yolk, and already to the east there was a darkening to purple . . . .

The earth, where it was worn bald under the gate, was cracked, and hard as a rock, a lifeless tan color: and the road was an aisle of brilliant velvet dust.

NGReach.com **Read Aloud: eVisual 3.9**

INTERACTIVE WHITEBOARD TIP: Underline the similes and circle the metaphors.

Have partners identify similes and metaphors in the remaining excerpts from *Tuck Everlasting*. Have them explain the comparisons and what each one means.

- "The sky was a ragged blaze" (metaphor: sky/blaze)
- "like color spilled from a paintbox" (simile: reflection of the sky/paint)
- "a soft red sliding egg yolk" (metaphor: setting sun/egg yolk)
- "the road was an aisle" (metaphor: road/aisle)

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Figurative Language ☑

As partners discuss the excerpts, note whether they can distinguish between a simile and a metaphor as well as explain meanings of the figurative language.

If students do not understand similes and metaphors, ask: *Which paragraph compares dirt to rock?* (last paragraph) Review the definitions of a simile and a metaphor. Then ask: *Is it a simile or a metaphor?* (simile) Repeat for the metaphor. ("aisle of brilliant velvet dust") Have students visualize the descriptions and then use what they picture to explain the meanings.

Writing

5 Write with Figurative Language

Model choosing a place and writing with figurative language.

Think Aloud	Write
I'm going to write about the Great Wall of China. When I ***visualize*** *the wall, I think about its stone walls. They are bumpy and remind me of a tortoise's shell, so I'll make that a simile.*	The Great Wall has stone walls that are as bumpy as tortoise shells.
The wall is long and twists like a snake. I'll make that a metaphor.	The wall is a snake. It twists through the mountains.

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

Ask partners to choose a place and brainstorm similes and metaphors to describe it. Then have each student write a sentence with a simile and a sentence with a metaphor. Have students add their sentences to their Weekly Writing folders.

WRAP-UP Have students think about the texts they read today. Have them point out language that brings the readings to life.

Daily Language Arts

Daily Spelling and Word Work ☑
Pretest page T167k

Daily Grammar ☑
Point to the first sentence in the **Read Aloud**. Say: *This sentence has a simile. The word* this *is a demonstrative adjective.* Use page T167m to teach demonstrative adjectives.

Daily Writing Skills ☑
Point to the phrase *balmy spring* in the **Read Aloud**. Then use page T167o to teach using sensory details.

Differentiate

BL Below Level

ISSUE Students have trouble finding similes and metaphors.

STRATEGY Have students look for the signal word *like* and identify the words that compare the reflection to spilled paint. Continue chunking the next sentence to identify the metaphor of the sun as an egg yolk.

SN Special Needs

ISSUE Students have trouble interpreting similes and metaphors.

STRATEGY Guide Comprehension. Focus on the third paragraph. Highlight key phrases for the students: "The earth, … under the gate was cracked, and hard as a rock." Have them sketch the scene. Ask: *How might earth feel like a rock?* Highlight the next phrase "the road was an aisle" and have them visualize an aisle in a store. Ask: *How might a road remind you of an aisle? How did this road look?* (dusty)

Day 2 Read and Comprehend

Poem

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Use Greek and Latin Roots and Affixes to Determine Word Meanings**
- ☑ **Visualize to Comprehend Literature**
- ☑ **Explain Figurative Language**

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the word *equator.*

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

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Drawing Inferences	CC.4.Rlit.1
Determine Theme	CC.4.Rlit.2
Read and Comprehend Literature	CC.4.Rlit.10
Read with Accuracy and Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Opinions on Texts	CC.4.W.1
Provide Reasons	CC.4.W.1.b
Speaking and Listening	
Respond to Questions	CC.4.SL.1.c
Language and Vocabulary	
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b
Demonstrate Understanding of Figurative Language	CC.4.L.5
Explain Similes and Metaphors	CC.4.L.5.a

WARM-UP

Form small groups. Give each group a word part: *port, imag, geo, bord,* or *rangier.* Have them write as many words as they can that contain the word part. Have them share their lists with the class.

Vocabulary Strategy

1 More Word Origins ☑

Explain that today students will learn more word origins. Copy and display the chart below and model how to identify the root in the word *population*: *The root* popul *means "people." The meaning of the whole word has something to do with people.* Then read the remaining roots and meanings in the chart.

Root	Origin	Meaning
popul	Latin	"people"
equa	Latin	"equal, make equal"
graph	Greek	"draw, write"
cycl	Greek	"circle"

Display the words *populous, equator, photograph,* and *cycle*. Have partners use the chart and talk about how the meaning of the root gives a clue to each word's meaning.

Check & Reteach

OBJECTIVE: Use Greek and Latin Roots and Affixes to Determine Word Meanings ☑

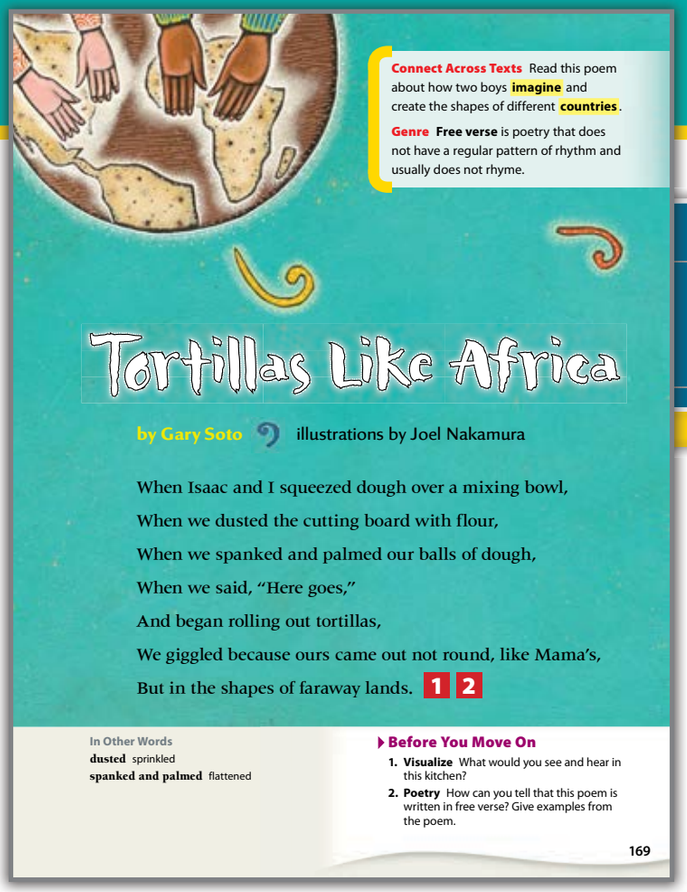
Listen as partners discuss how the roots relate to the complete words.

If students do not understand the concept, have them look up the word in a dictionary and then discuss the connection.

Academic Talk

2 Preview and Predict

Remind students: *When you plan, you look at the title and illustrations to preview and predict what a text will be about.* Project **Student eEdition** pages 169–171. Have students silently read the title of the poem and study the illustrations. Then have partners discuss their predictions.



Connect Across Texts Read this poem about how two boys **imagine** and create the shapes of different **countries**.

Genre **Free verse** is poetry that does not have a regular pattern of rhythm and usually does not rhyme.

STUDENT TECHNOLOGY
Student eEdition
NGReach.com

Tortillas Like Africa

by Gary Soto illustrations by Joel Nakamura

When Isaac and I squeezed dough over a mixing bowl,
When we dusted the cutting board with flour,
When we spanked and palmed our balls of dough,
When we said, "Here goes,"
And began rolling out tortillas,
We giggled because ours came out not round, like Mama's,
But in the shapes of faraway lands. 1 2

In Other Words
dusted sprinkled
spanked and palmed flattened

Before You Move On
1. **Visualize** What would you see and hear in this kitchen?
2. **Poetry** How can you tell that this poem is written in free verse? Give examples from the poem.

169

Anthology page 169

Reading

3 Read a Free-Verse Poem

CONNECT ACROSS TEXTS Project **Student eEdition** page 169. Ask students to recall how the boy in "How I Learned Geography" imagined places around the world. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *In free verse, poets arrange the words freely, without applying any specific pattern.*

SOCIAL STUDIES BACKGROUND Explain that the tortilla is a traditional food in Mexico. It is a kind of flatbread made from cornmeal or wheat flour. Many cultures have similar kinds of flatbreads, such as the Indian nan and Greek pita. Have students read the poem.

Read and Build Comprehension

1 Make Inferences *Why are the boys' tortillas different shapes and not round like Mama's?* (The boys have not had as much practice as Mama making tortillas.) *Which details in the poem make you think that?* (The boys say, "Here goes," which people often say when they are not confident about what they are going to do.)

2 Determine Sequence *Tell what happens first, next, and last as the boys make tortillas.* (They squeeze the dough, dust the cutting board with flour, spank and palm their dough, and begin rolling out tortillas. The tortillas come out in the shapes of faraway lands.)

Fluency

Practice Expression, Accuracy, Rate As students read, monitor their expression, accuracy, and rate.

Answers Before You Move On

1. **Visualize** ☑ Possible response: I would see two boys making tortillas. I picture flour, dough, a rolling pin, and a cutting board. The air would be dusty from the flour. I would hear clapping noises and laughter as they make their tortillas.
2. **Poetry** It does not rhyme. It has lines that are different lengths. For example, the third line is long and the fourth line is short. The last words in each line (*bowl, flour, dough, goes, tortillas, Mama's,* and *lands*) do not rhyme.

Day 2 Read and Comprehend

Poem

Answers Before You Move On

1. **Figurative Language** ☑ Italy is the boot **country**; Chile is thin as a tie; France is square as a hat.
2. **Make Inferences** He means that even though it is shaped like Greenland, it tastes like Mexico because tortillas are a traditional Mexican food. Tortillas remind the boys of Mexico, the **country** they come from.

Read and Build Comprehension

1 **Visualize** ☑ *How do the words "patches of jumping kangaroos" help you **visualize** Australia?* (The words help me see and hear groups of kangaroos hopping across the land.)

2 **Analyze Figurative Language** ☑ *Name a simile and a metaphor that you read in the poem.* (similes: "Chile, thin as a tie," "France, square as a hat," "tortillas...round as a pocked moon"; metaphors: "Italy, the boot country," "tortillas . . .were . . . the twist and stretch of the earth taking shape") *How does the metaphor help you picture the tortillas?* (It makes it clear that each tortilla is an irregular shape.)

3 **Determine Theme** *What do you think the **theme** of the poem is? Which details helped you figure out the **theme**?* (Possible response: The **theme** is that ordinary objects can spark your imagination and **transport** you to faraway places. The details about the different shapes of the tortillas helped me determine the **theme**.)

Check & Reteach

OBJECTIVE: **Visualize to Comprehend Literature** ☑

Listen to students' responses to all of the comprehension questions about visualizing. If students do not understand how words can create sensory images, prompt them with questions: *What do the words "patches of jumping kangaroos" help you see/hear?*

OBJECTIVE: **Explain Figurative Language** ☑

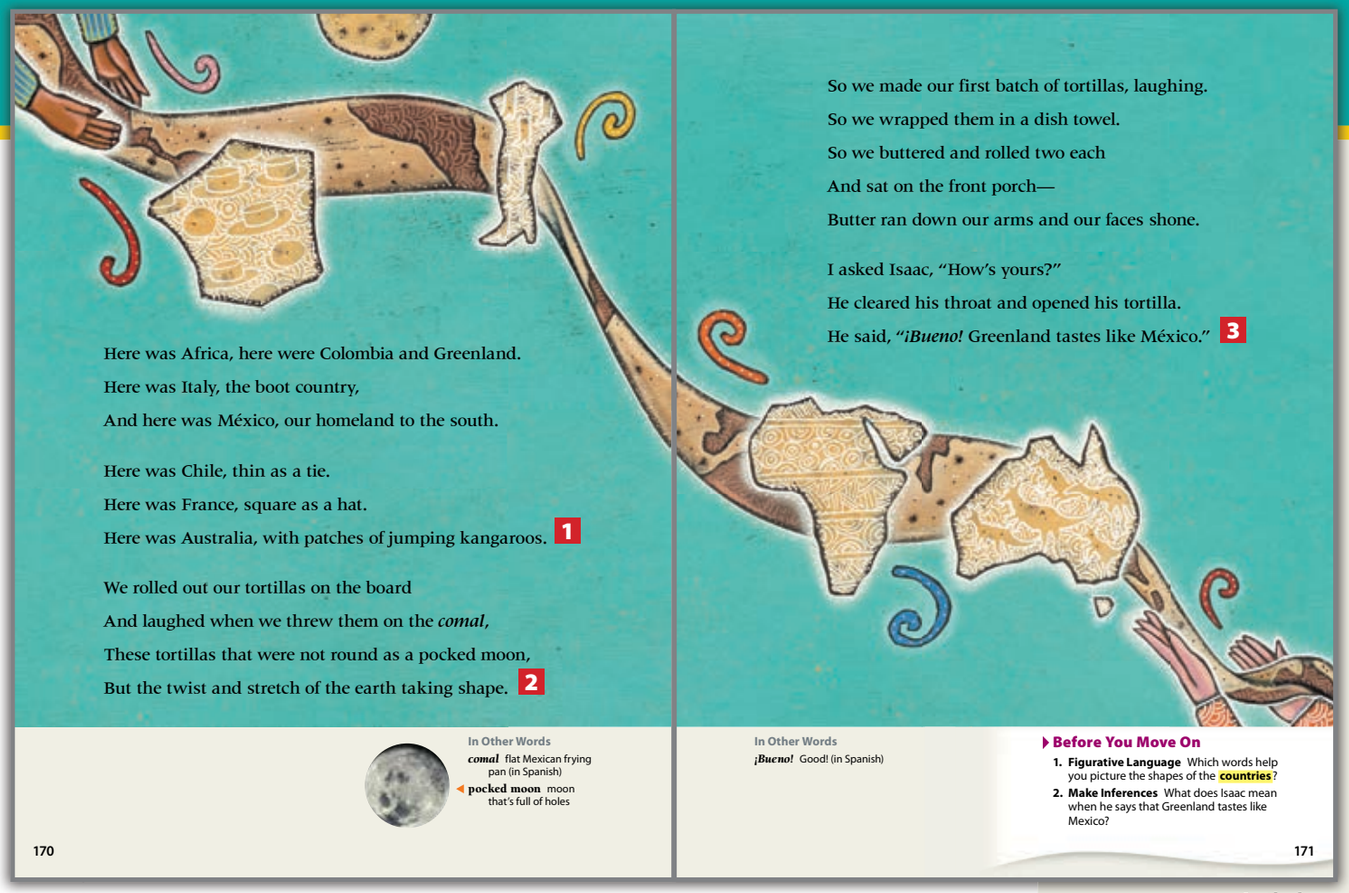
Listen to students' responses to all of the comprehension questions about figurative language. If students do not comprehend the figurative language, have students find the word *as* in the second stanza on page 170 to identify the similes. Then say: *The boys were snails! They ate so slowly.* Ask: *What two words help you understand how the boys ate?*

Mini Lesson

Line Breaks

Project **Student eEdition** page 169. Explain: *A free-verse poem has an irregular structure or pattern. The poet breaks, or ends, lines in different places to create certain rhythms or feelings.* Trace the lines of the poem with your finger as you reread them aloud. Say: *The poet wanted to create the rhythm of the boys' work, so he broke up the lines by putting each thing they did on a separate line.*

Project **Student eEdition** pages 170–171. Have the group discuss how the poet broke up the first six lines on page 170. Note that each line tells about a country. Reread the lines chorally. Then have students discuss the line breaks in the remainder of the poem and describe the rhythm or feeling they create.



Here was Africa, here were Colombia and Greenland.
Here was Italy, the boot country,
And here was México, our homeland to the south.

Here was Chile, thin as a tie.
Here was France, square as a hat.
Here was Australia, with patches of jumping kangaroos. 1

We rolled out our tortillas on the board
And laughed when we threw them on the *comal*,
These tortillas that were not round as a pocked moon,
But the twist and stretch of the earth taking shape. 2

In Other Words
comal flat Mexican frying pan (in Spanish)
pocked moon moon that's full of holes

170

So we made our first batch of tortillas, laughing.
So we wrapped them in a dish towel.
So we buttered and rolled two each
And sat on the front porch—
Butter ran down our arms and our faces shone.

I asked Isaac, "How's yours?"
He cleared his throat and opened his tortilla.
He said, "*¡Bueno!* Greenland tastes like México." 3

In Other Words
¡Bueno! Good! (in Spanish)

Before You Move On
1. **Figurative Language** Which words help you picture the shapes of the **countries**?
2. **Make Inferences** What does Isaac mean when he says that Greenland tastes like Mexico?

171

Anthology
pages 170–171

Writing

4 Write a Response

Remind students that one way to respond to something they have read is to express their opinion about it, making sure to support their opinion with examples. Model a response to the poem: *I liked the poem because it was funny. The boys made odd-shaped tortillas and giggled about them.*

Have individuals write their opinions of the poem and list supporting details from the poem below it. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have partners give their opinions about other texts they read today. Encourage them to support the opinions with examples.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T167k

Daily Grammar ☑
Point out the word *these* on **Anthology** page 170. Then use page T167m to teach demonstrative adjectives.

Daily Writing Skills ☑
Point out the phrase *our faces shone* in the poem on **Anthology** page 171. Then use page T167o to practice using sensory details.

Differentiate

BL Below Level

ISSUE Students have difficulty generating supporting examples.

STRATEGY Say: *What did you think about the poem? Point to something in the poem or in the pictures that shows me what you mean.*

AL Above Level

ISSUE Students can elaborate about their opinions.

STRATEGY Have students use examples from their lists to write sentences that support their opinions.

Day 3 Review and Compare

Fictional Tale and Poem

OBJECTIVES

Thematic Connection: Imagining the World

☑ **Explain Figurative Language**

☑ **Grammar: Use Plural Nouns**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Figurative Language Chart: Practice Master PM3.11

Grammar Practice: Practice Master PM3.12

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.16

MATERIALS

timer • index cards

Power Writing

Have students write as much as they can as well as they can in one minute about figurative language.

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

Fluency

Practice Expression As partners reread the poem aloud, circulate and listen for correct expression.

COMMON CORE STANDARDS

Reading	
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b
Speaking and Listening	
Discuss Texts, Expressing Ideas Clearly	CC.4.SL.1
Follow Rules for Discussions	CC.4.SL.1.b
Report on a Text	CC.4.SL.4
Language and Vocabulary	
Demonstrate Command of Grammar	CC.4.L.1
Demonstrate Understanding of Figurative Language	CC.4.L.5
Explain Similes and Metaphors	CC.4.L.5.a
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Have partners choose either "How I Learned Geography" or "Tortillas Like Africa" and role play a conversation between two characters about the Big Question. Then have pairs share which characters they selected and what they discussed.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 172 and point out the Key Words. Also display ***theme***, ***visualize***, and ***figurative language***. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Have small groups write each word on a separate index card and place the cards face down in a pile. Have students take turns drawing a card and reading it aloud. Then have the reader share a definition or other information about the word.

Review and Integrate Ideas

2 Compare Figurative Language ☑ Anthology page 172

Read aloud the introduction on **Student eEdition** page 172. Challenge students to brainstorm their own examples of each type of figurative language.

Have partners reread the poem aloud and review the story. As they read, have students look for examples of personification, metaphor, and simile. Have them record the examples on **Practice Master PM3.11**, explain the meaning of each example, and then discuss how the figurative language helps them visualize. Ask questions to help guide discussion, such as: *What two things are being compared?*

Check & Reteach

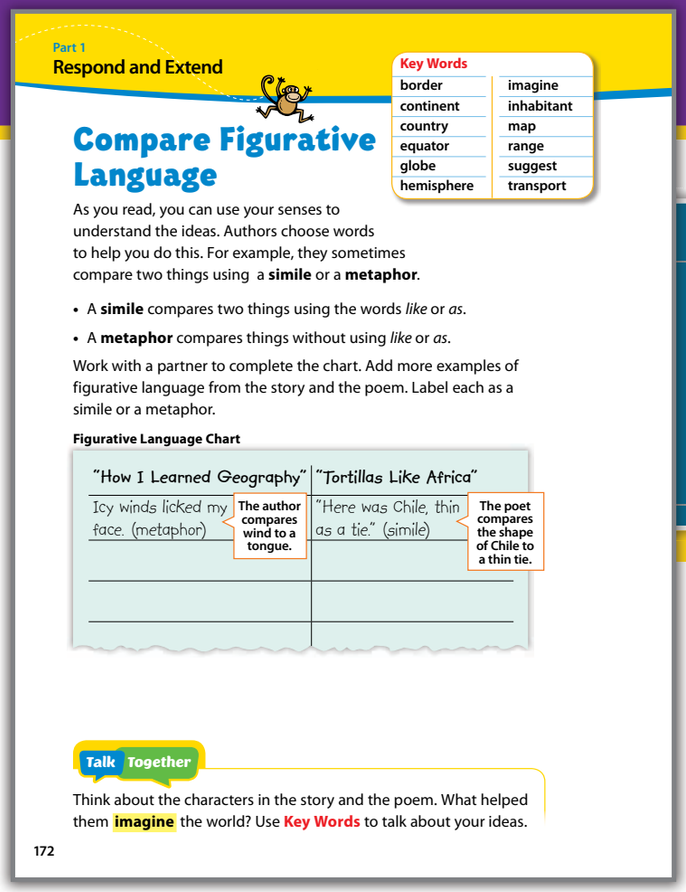
OBJECTIVE: Explain Figurative Language ☑

As partners discuss their examples of figurative language, determine whether they can accurately explain personification, metaphor, and simile.

If students have trouble understanding types of figurative language, revisit the definitions on page 172. Provide examples and have students tell the type of figurative language:

- *The wind tugged on my coat.* (personification)
- *The river is a busy freeway.* (metaphor)
- *The hail dropped like tiny pebbles.* (simile)

Then use questions to help students explain each example, such as: *What two things are being compared?*



Part 1
Respond and Extend

Compare Figurative Language

Key Words

border	imagine
continent	inhabitant
country	map
equator	range
globe	suggest
hemisphere	transport

As you read, you can use your senses to understand the ideas. Authors choose words to help you do this. For example, they sometimes compare two things using a **simile** or a **metaphor**.

- A **simile** compares two things using the words *like* or *as*.
- A **metaphor** compares things without using *like* or *as*.

Work with a partner to complete the chart. Add more examples of figurative language from the story and the poem. Label each as a simile or a metaphor.

Figurative Language Chart

"How I Learned Geography"	"Tortillas Like Africa"
Icy winds licked my face. (metaphor)	"Here was Chile, thin as a tie." (simile)

The author compares wind to a tongue.

The poet compares the shape of Chile to a thin tie.

Talk Together

Think about the characters in the story and the poem. What helped them **imagine** the world? Use **Key Words** to talk about your ideas.

172

STUDENT TECHNOLOGY
Student eEdition
Resources
NGReach.com

Anthology page 172

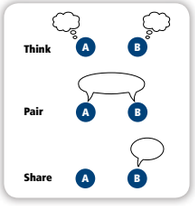
Academic Talk

3 Talk Together **Anthology** page 172

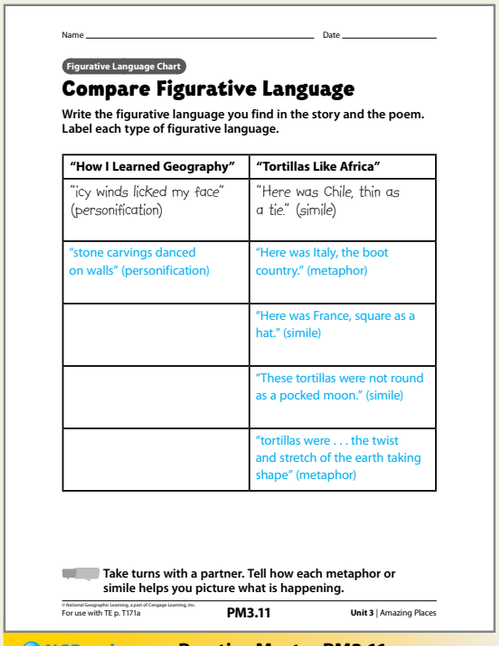
Review the main characters in "How I Learned Geography" (boy, father) and "Tortillas Like Africa" (two boys). Have partners use a **Think, Pair, Share** and discuss what helped the characters imagine the world.

- Ask each partner to think about how one character in each selection imagines the world.
- Have partners exchange ideas.
- Have partners share their ideas with the class.

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



Think, Pair, Share



Name _____ Date _____

Figurative Language Chart

Compare Figurative Language

Write the figurative language you find in the story and the poem. Label each type of figurative language.

"How I Learned Geography"	"Tortillas Like Africa"
"icy winds licked my face" (personification)	"Here was Chile, thin as a tie." (simile)
"stone carvings danced on walls" (personification)	"Here was Italy, the boot country." (metaphor)
	"Here was France, square as a hat." (simile)
	"These tortillas were not round as a pocked moon." (simile)
	"tortillas were . . . the twist and stretch of the earth taking shape" (metaphor)

Take turns with a partner. Tell how each metaphor or simile helps you picture what is happening.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T171a

PM3.11

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.11**

Review and Compare

Fictional Tale and Poem

Differentiate

EL English Learners

ISSUE The rules for making a noun plural are different in Haitian Creole and Korean than in English.

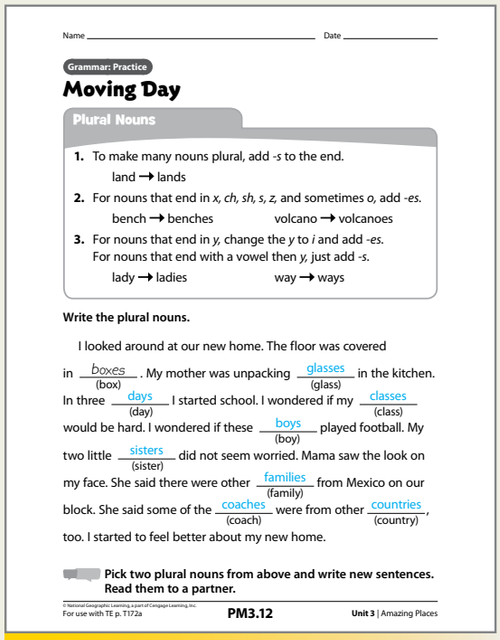
STRATEGY Tell students that in English, you do not add a word after a singular noun to make it plural. Instead, you usually add an *-s, -es*, or *-ies* to the word itself. Have students create a chart with columns headed as follows. They should fill in the columns with correct plural forms in their home language.

Word	English Plural	Haitian Creole or Korean Plural
country	countries	

AL Above Level

ISSUE Students identify plural nouns quickly.

STRATEGY Challenge students to find all the nouns in the poem. Have them identify which nouns do not have a plural form, such as *dough* and the names of countries. Then encourage them to write the plural form of the singular nouns.



Name _____ Date _____

Grammar: Practice

Moving Day

Plural Nouns

1. To make many nouns plural, add *-s* to the end.
   land → lands
2. For nouns that end in *x, ch, sh, s, z,* and sometimes *o,* add *-es.*
   bench → benches volcano → volcanoes
3. For nouns that end in *y,* change the *y* to *i* and add *-es.*
   For nouns that end with a vowel then *y,* just add *-s.*
   lady → ladies way → ways

Write the plural nouns.

I looked around at our new home. The floor was covered in ___boxes___ (box). My mother was unpacking ___glasses___ (glass) in the kitchen. In three ___days___ (day) I started school. I wondered if my ___classes___ (class) would be hard. I wondered if these ___boys___ (boy) played football. My two little ___sisters___ (sister) did not seem worried. Mama saw the look on my face. She said there were other ___families___ (family) from Mexico on our block. She said some of the ___coaches___ (coach) were from other ___countries___ (country), too. I started to feel better about my new home.

Pick two plural nouns from above and write new sentences. Read them to a partner.

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

For use with TE p. T172a **PM3.12** Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.12**

Grammar Focus

4 Plural Nouns ☑ Anthology page 173

Project **Student eEdition** page 173. Have volunteers read aloud the introduction and review the chart.

Then display **eVisual 3.16** and read aloud the passage, pausing to identify the first plural noun and its spelling rule: *To make* **countries** *plural, you change the* y *to* i *and add* -es. Have students identify the remaining plural nouns in the passage and explain the spelling rule for each.

Grammar Passage

In "How I Learned Geography," the boy thinks about countries all over the world. He imagines jumping on sandy beaches where waves pound the shores. He pictures himself climbing icy mountain ranges with icicles as sharp as glass. He is transported to jungles where he eats juicy mangos and papayas. His journeys even take him to cities with buildings with zillions of windows.

NGReach.com **Grammar Passage: eVisual 3.16**

INTERACTIVE WHITEBOARD TIP: Circle each plural noun. Tally the types of endings.

5 Read Plural Nouns Anthology page 173

Read aloud the directions and the excerpt from "How I Learned Geography." After students find the plural nouns in the excerpt, have them look through "Tortillas Like Africa" and find the plural nouns.

See **Differentiate**

6 Write Plural Nouns Anthology page 173

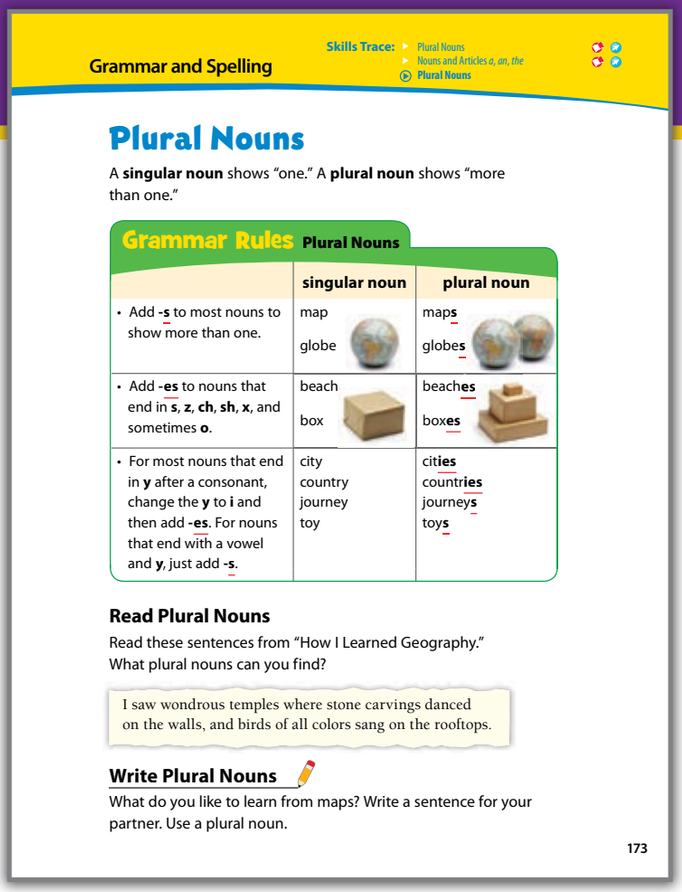
Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM3.12**.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of Plural Nouns ☑

As students write plural nouns, check for understanding of the spelling rules.

If students have trouble, have them underline the last letter of the singular form of the noun and then use Handbook page 596 as a guide for spelling the plural form.



Grammar and Spelling

Skills Trace: Plural Nouns; Nouns and Articles *a, an, the*; Plural Nouns

Plural Nouns

A **singular noun** shows "one." A **plural noun** shows "more than one."

Grammar Rules Plural Nouns

	singular noun	plural noun
• Add **-s** to most nouns to show more than one.	map globe	maps globes
• Add **-es** to nouns that end in **s**, **z**, **ch**, **sh**, **x**, and sometimes **o**.	beach box	beaches boxes
• For most nouns that end in **y** after a consonant, change the **y** to **i** and then add **-es**. For nouns that end with a vowel and **y**, just add **-s**.	city country journey toy	cities countries journeys toys

Read Plural Nouns

Read these sentences from "How I Learned Geography." What plural nouns can you find?

I saw wondrous temples where stone carvings danced on the walls, and birds of all colors sang on the rooftops.

Write Plural Nouns

What do you like to learn from maps? Write a sentence for your partner. Use a plural noun.

173

Anthology page 173

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 172 and determine which words are nouns. Explain that they will make the nouns plural and then use them in paragraphs. Model writing a sentence with border: The **borders** on the **map** are printed in black.

After students write their paragraphs, have them circle each plural noun and use the grammar rules on page 173 to check its spelling. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Have students identify their favorite sentences in what they read today. Have them explain to a partner why they liked the sentences.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T167l

Daily Grammar ☑
Use page T167n to reinforce understanding of plural nouns.

Daily Writing Skills ☑
Point out the word *juicy* in the **Grammar Passage**. Then use page T167p to practice using sensory details.

Day 4 Read and Comprehend

Poem

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Describe Elements of a Poem**
- ☑ **Use Greek and Latin Roots and Affixes to Determine Word Meanings**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.13–PM3.14

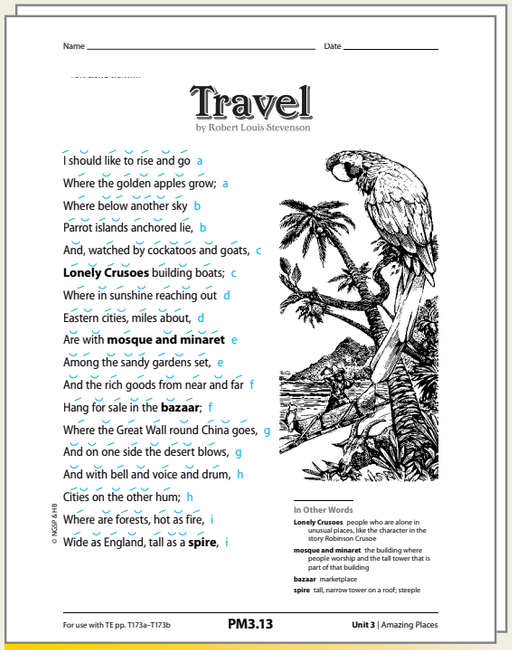
TECHNOLOGY ONLY

Mark-Up Model 3.1 or Model 3.1 PDF

Vocabulary Strategy Practice: eVisual 3.17

MATERIALS

timer • dictionaries



Name _____ Date _____

Travel

by Robert Louis Stevenson

I should like to rise and go a
Where the golden apples grow; a
Where below another sky b
Parrot islands anchored lie, b
And, watched by cockatoos and goats, c
Lonely Crusoes building boats; c
Where in sunshine reaching out d
Eastern cities, miles about, d
Are with **mosque and minaret** e
Among the sandy gardens set, e
And the rich goods from near and far f
Hang for sale in the **bazaar**; f
Where the Great Wall round China goes, g
And on one side the desert blows, g
And with bell and voice and drum, h
Cities on the other hum; h
Where are forests, hot as fire, i
Wide as England, tall as a **spire**, i

In Other Words

Lonely Crusoes people who are alone in unusual places, like the character in the story Robinson Crusoe

mosque and minaret the building where people worship and the tall tower that is part of that building

bazaar marketplace

spire tall, narrow tower on a roof; steeple

© NGSP &HB

For use with TE pp. T173a–T173b PM3.13 Unit 3 | Amazing Places

NGReach.com **Practice Masters PM3.13–PM3.14**

COMMON CORE STANDARDS

Reading	
Refer to Structural Elements of Poems	CC.4.Rlit.5
Read with Fluency to Support Comprehension	CC.4.Rfou.4.b
Writing	
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Language and Vocabulary	
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b
Consult Print and Digital References	CC.4.L.4.c

WARM-UP

Begin by modeling a chant, emphasizing the rhyming words: *I love a rainy day, even though the sky is gray.* Challenge small groups to come up with as many similar simple chants as they can in two minutes.

Comprehension

1 Elements of a Poem ☑

SCREEN 1

1. Display **Mark-Up Model 3.1** and chorally read the beginning of the poem. Students can follow along using **Practice Master PM3.13**. Explain that students will be using this poem to learn about rhyme, rhythm, and meter in poetry.
2. Click on the arrow button to go to the next screen.

SCREEN 2

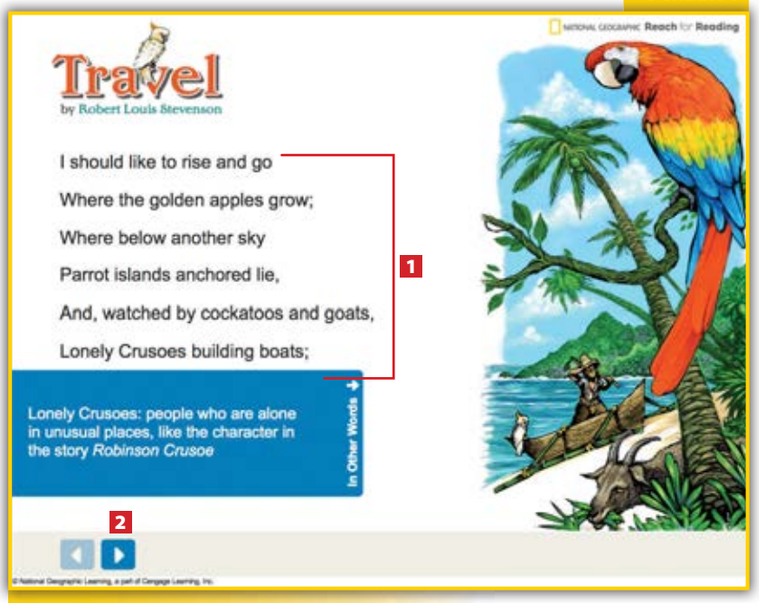
3. Display and read the definition of *rhyme*.
4. Point out the rhyme in the poem: *The words* go *and* grow *rhyme.* Have a volunteer underline the rhyming words and then tap on the first question mark icons. *There is an* a *next to each of these lines to show that they rhyme.*
5. Ask: *What other ending words rhyme?* (*sky/lie* and *goats/boats*) Have students underline the rhyming words and then tap on the other question mark icons. *Letters mark each set of rhyming words. Look at the pattern:* aa, bb, cc. *This pattern is called the poem's rhyme scheme.* Have students mark the rhyme scheme on **Practice Master PM3.13**.
6. Click on the arrow button to go to the next screen.

SCREEN 3

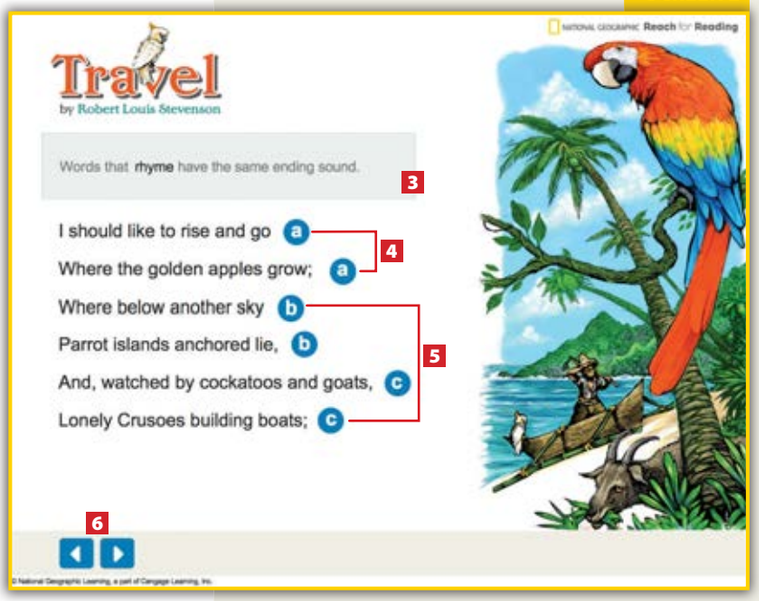
7. Display and read the definitions of *rhythm* and *meter.*
8. Point out rhythm in the poem: *When I read the words aloud, I hear beats, or a rhythm.* Have a student reveal the first line. Clap for each stressed syllable as you read the line. Then have a student use a black marker to go over the diacritical marks. *Straight lines mark the strong, or stressed, beats, and curved lines mark the light, or unstressed, beats.*
9. Point to the diacritical marks and explain the meter in the first line: strong, light, strong, light, strong, light, strong.
10. Have a student reveal the remaining lines. As students clap out the rhythm for each line, have a student use a black marker to go over the diacritical marks. Have students copy the marks onto **Practice Master PM3.13**.

Have partners use **Practice Masters PM3.13–PM3.14** to read the poem chorally. Then have them mark the rhyme scheme, beginning with *a* again after *spire* and *palanquin*. Suggest that students clap the beats together and mark the meter of the entire first verse.

SCREEN 1

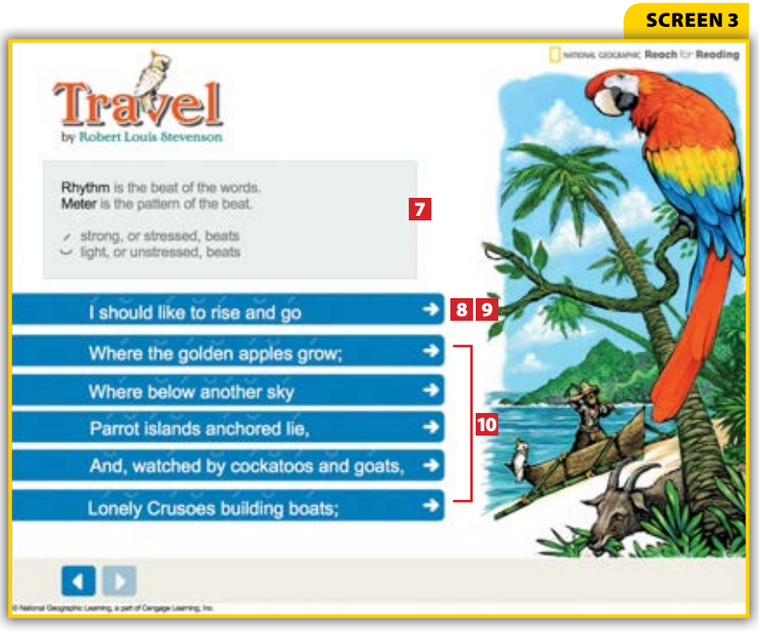


SCREEN 2



NGReach.com **Mark-Up Model 3.1**

SCREEN 3



Fluency

Model and Practice Expression Explain: *When you read poetry, change your voice to match the feeling of the poem.* Model reading the first few lines with expression. Have students read the remainder of the poem aloud, with expression.

Check & Reteach

OBJECTIVE: Describe Elements of a Poem

Look at students' marked-up **Practice Masters PM3.13–PM3.14** to check for understanding of rhyme, rhythm, and meter. Support students with questions such as:

- *How do the words sound when you say them aloud?*
- *Are there words that have the same ending sounds in the poem?*
- *Is there a pattern of beats in the poem?*

Encourage students to recite a few lines of the poem and clap out the meter together.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T167l

Daily Grammar ☑
Point out the word *this* in **eVisual 3.17**. Then use page T167n to review demonstrative adjectives and plural nouns.

Daily Writing Skills ☑
Point out the sensory detail in the second line of "Travel." ("golden") Then use pages T167o–T167p to teach using sensory details.

Vocabulary Practice

2 Word Origins ☑

Review: *Knowing the meanings of Greek and Latin roots and affixes can help you figure out meanings of unfamiliar words.* Display **eVisual 3.17** and model determining the meaning of the word *populous*: *I know that the Latin root* popul *means "people." When I read the sentence, I can determine that* populous *must mean "full of people."*

Vocabulary Strategy Practice

India is one of the most populous countries in the world. Its geologic structures include high mountaintops and deep canyons.

This country exports many products, including clothing and vehicles. Some businesses there create new products from recycled materials.

India produces more full-length motion pictures every year than any other country. Indian movies currently are the most popular form of mass entertainment in India.

NGReach.com **Vocabulary Strategy: eVisual 3.17**

INTERACTIVE WHITEBOARD TIP: Have students circle each root within the word.

Have partners determine the meanings of the remaining underlined words. Encourage pairs to consult print or online dictionaries for the precise definitions.

Power Writing

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

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

Check & Reteach

OBJECTIVE: **Use Greek and Latin Roots and Affixes to Determine Word Meanings** ☑

As students determine the meanings of the words, listen to ensure that they understand how to use the meanings of the roots and affixes to define the words.

If students cannot use the word parts to determine meanings, model how to use a dictionary to access the meanings of all the parts in the words. Talk through how the meaning of each part relates to the meaning of each word, as in this example: *The dictionary shows that* export *is made from the parts* ex *which means "out" and* port *which means "to carry." When I put those ideas together, I get "to carry out." That's like the definition: "to send to a new place."*

Writing

3 Write a Poem

Introduce the activity: *Now you will use what you learned about poems to write a geography poem with rhyme, rhythm, and meter.* Model the process.

Think Aloud	Write
I want to write about Australia. It looks like a big island near the bottom of the world. I'll jot down some words and phrases about Australia for my poem.	giant island funny shape like a big fish alone in the sea
Now I will see if I can make any rhymes with the words I wrote.	shape/cape, fish/wish, sea/free
I'll write some lines for my poem. Maybe I'll use some of the rhymes I wrote. Then I'll clap out the beats of each line to see if I like the meter.	Funny, fish-shaped island Alone in the sea. These waves swirl all around you, But you are free.

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

Have students generate their own four-line poems. After students read their poems aloud, have them add the poems to their Weekly Writing folders.

See **Differentiate**

Academic Talk

4 Read Poetry Aloud

Explain: *When you read poetry aloud with expression, you can hear the musical sound of the rhyme and meter.* Model using expression as you read aloud the poem from the writing activity above. Stress the meter and rhymes. Reread the lines and have students clap out the rhythms.

Have students form small groups to practice reading their poems aloud with expression. Encourage students to clap out and discuss the meters, noting patterns of stressed and unstressed beats.

WRAP-UP In small groups, have students share the poems they wrote and compare the rhyme, rhythm, and meter in each with the same elements in "Travel." Have groups share their observations with the class.

Differentiate

EL English Learners

ISSUE Students do not have enough vocabulary to generate rhyming words.

STRATEGY Provide simple rhyming pairs for students to consider or have students work with an English speaker to brainstorm words such as these:

sea/me/be *dream/gleam/seem*
land/band/grand/sand/stand

SN Special Needs

ISSUE Students have trouble discerning meter in their poems.

STRATEGY Chorally read the poem aloud and clap for each syllable, with a louder clap for the stressed syllable. Then help students identify the number of syllables in each word and mark which syllable is stressed.

Day 5 Review and Compare

Poems

OBJECTIVES

Thematic Connection: Imagining the World

- ☑ **Use Greek and Latin Roots and Affixes to Determine Word Meanings**
- **Determine Theme**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

Mark-Up Reading: Practice Masters PM3.13–PM3.14

TECHNOLOGY ONLY

Vocabulary Strategy Practice : eVisual 3.18

Venn Diagram: eVisual 3.19

MATERIALS

timer • dictionaries

Power Writing

Have students write as much as they can as well as they can in one minute about Earth.

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

COMMON CORE STANDARDS

Reading	
Determine Theme	CC.4.Rlit.2
Writing	
Write Over Shorter Time for a Specific Task	CC.4.W.10
Speaking and Listening	
Come to Discussions Prepared	CC.4.SL.1.a
Carry Out Assigned Roles	CC.4.SL.1.b
Language and Vocabulary	
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b
Consult Print and Digital References	CC.4.L.4.c

WARM-UP

Call out a root that students learned during the week, such as *geo*. Challenge the group to give its meaning and to suggest a word containing the root. (Possible response: *geology*) Repeat for a few more roots, such as *equa, graph,* and *imag*.

Vocabulary Practice

1 Word Origins ☑

Remind students that knowing the meaning of a root can help them determine the meaning of an unfamiliar word. Review the lessons on pages T167q and T168c.

Display **eVisual 3.18** and have students determine which words have roots they know. (1: *import*; 2: *cyclone*; 3: *equality*; 4: *autographs*; 5: *arrangements*) Then have partners use the roots and the context to determine the meanings of those words.

Vocabulary Strategy Practice

1. That island is too small to grow crops, so its people import food from other places.
2. We watched as the whirling cyclone touched down in our field.
3. Tired of the unfair treatment, the workers demanded equality.
4. After the concert, the musician signed autographs for her fans.
5. There were huge flower arrangements on every table in the room.

NGReach.com **Vocabulary Strategy: eVisual 3.18**

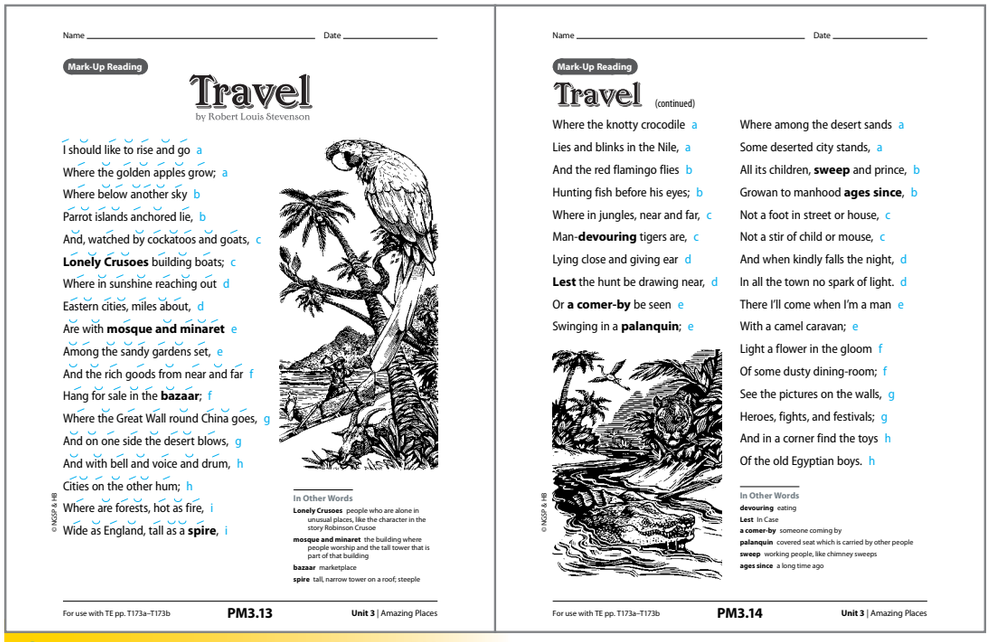
INTERACTIVE WHITEBOARD TIP: Have students circle each root within the word.

Check & Reteach

OBJECTIVE: Use Greek and Latin Roots and Affixes to Determine Word Meanings ☑

Monitor students as they locate the roots and define the words.

If students cannot use the roots to determine the meanings of the words, review the charts on **Anthology** page 168 and T168c. Encourage them to use dictionaries to look up other parts in the word that might be confusing. Then discuss how the root meanings and word meanings relate, as in this example: Autograph *has the root* graph *which means "to write or draw." When I looked up* auto *I learned that it means "self." Together the roots are "to write self," which is like the meaning of* autograph: *"to write your name."*



Name _____ Date _____

Mark-Up Reading

Travel

by Robert Louis Stevenson

I should like to rise and go a
Where the golden apples grow; a
Where below another sky b
Parrot islands anchored lie, b
And, watched by cockatoos and goats, c
Lonely Crusoes building boats; c
Where in sunshine reaching out d
Eastern cities, miles about, d
Are with **mosque and minaret** e
Among the sandy gardens set, e
And the rich goods from near and far f
Hang for sale in the **bazaar**; f
Where the Great Wall round China goes, g
And on one side the desert blows, g
And with bell and voice and drum, h
Cities on the other hum; h
Where are forests, hot as fire, i
Wide as England, tall as a **spire**, i

In Other Words

Lonely Crusoes people who are alone in unusual places, like the character in the story Robinson Crusoe

mosque and minaret the building where people worship and the tall tower that is part of that building

bazaar marketplace

spire tall, narrow tower on a roof; steeple

© NGSP & MB

Name _____ Date _____

Mark-Up Reading

Travel (continued)

Where the knotty crocodile a
Lies and blinks in the Nile, a
And the red flamingo flies b
Hunting fish before his eyes; b
Where in jungles, near and far, c
Man-**devouring** tigers are, c
Lying close and giving ear d
Lest the hunt be drawing near, d
Or **a comer-by** be seen e
Swinging in a **palanquin**; e

Where among the desert sands a
Some deserted city stands, a
All its children, **sweep** and prince, b
Growan to manhood **ages since**, b
Not a foot in street or house, c
Not a stir of child or mouse, c
And when kindly falls the night, d
In all the town no spark of light. d
There I'll come when I'm a man e
With a camel caravan; e
Light a flower in the gloom f
Of some dusty dining-room; f
See the pictures on the walls, g
Heroes, fights, and festivals; g
And in a corner find the toys h
Of the old Egyptian boys. h

In Other Words

devouring eating
Lest In Case
a comer-by someone coming by
palanquin covered seat which is carried by other people
sweep working people, like chimney sweeps
ages since a long time ago

© NGSP & MB

NGReach.com **Practice Masters PM3.13–PM3.14**

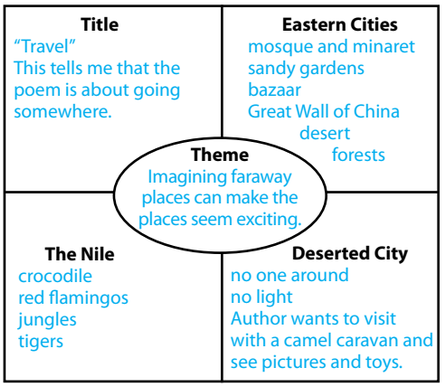
Review and Integrate Ideas

2 Determine Theme

Chorally reread the poem "Travel" on **Practice Masters PM3.13–PM3.14**. Then remind students: *The main message of a poem or story is its* ***theme****. Details in the text can give you clues to help you identify the* ***theme****.* Create a theme chart and model how to cluster related details that provide clues to the theme of the poem.

Have partners continue to gather from the poem details that provide clues to the theme. Then have them discuss all the clues, including the ones you listed. Have each pair use the clues to determine a theme and write a theme statement.

Theme Chart



Check & Reteach

OBJECTIVE: Determine Theme

Observe whether students are able to use details in the poem to identify a viable theme. If students have trouble, offer two themes and have students use their theme charts to explain why one is more viable: *Life can seem more exciting in faraway places* or *Travel can be dangerous.*

Daily Language Arts

Daily Spelling and Word Work ☑
Test page T167k

Daily Grammar ☑
Have students find examples of plural nouns on **Practice Master PM3.13**. Then use page T167n to assess demonstrative adjectives and plural nouns.

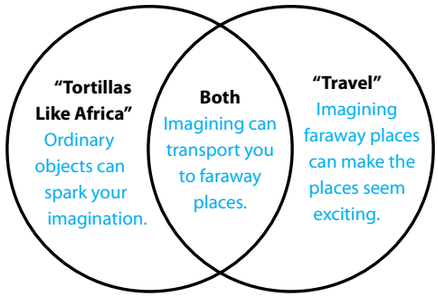
Daily Writing Skills ☑
Use page T167p to review and assess understanding of sensory details.

3 Compare Themes

Have students look back at the poem "Tortillas Like Africa" on **Anthology** pages 169–171. Ask students to recall the theme of the poem and the details that helped them determine it. (Possible response: The theme is that ordinary objects can spark your imagination and transport you to faraway places. The details about the different shapes of the tortillas helped me determine the theme.)

Ask small groups to compare ideas in their theme statements for "Tortillas Like Africa" with ideas in their theme statements for "Travel." Display **eVisual 3.19** and have students use Venn diagrams to make their comparisons.

Venn Diagram



NGReach.com **Venn Diagram: eVisual 3.19**

INTERACTIVE WHITEBOARD TIP: Have students write the answers in the diagram.

Writing

4 Write About Theme

Have students look again at the theme paragraphs in their Weekly Writing folders from the activity on page T148. Review: *You wrote a paragraph to explain the **theme** of the story you read. First, you stated the **theme**. Then you wrote about details or clues that show the **theme**.*

Allow time for students to reread their paragraphs and think about how they explained the theme. Introduce the activity: *Now write a paragraph to explain a **theme** of one of the poems we talked about today.*

As students write, challenge them to fully explain how details in the poem build to a theme. Have individuals share their paragraphs. Encourage class discussion about the various themes.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Students have more ideas about themes of various poems.

STRATEGY Have students write other paragraphs about themes of other poems in the **Anthology** or in a **Small Group Reading** book.

Academic Talk

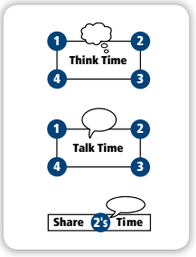
5 Relate Readings to the Big Question

Have students recall the unit's Big Question: *Why learn about other places*? Then say: *Think about "Tortillas Like Africa," "Travel," and a* ***Small Group Reading*** *book you have read. In your opinion, how did knowing about other places affect the authors of these texts?*

Model a response to the question for the poem "Travel." Say: *The poet used the details he had learned about other places to* ***imagine*** *the places. The details* ***transported*** *him to amazing lands.* Add the idea to the unit concept map.

Use **Numbered Heads Together** to have students continue discussion about how the readings relate to the Big Question.

- Have students number off in a group.
- Explain that each student will focus on an assigned text for the Think Time:
  - Ones: "Tortillas Like Africa"
  - Twos: "Travel"
  - Threes: **Small Group Reading** books
  - Fours: **Small Group Reading** books
- Make sure that each Student 3 and each Student 4 focuses on different **Small Group Reading** books.
- Have groups discuss the topic.
- Call a number for each group, and ask the student with the number called to report the group's ideas to the class.



Numbered Heads Together

For ***Numbered Heads Together****, see page BP46.*

Have students add their ideas to their unit concept maps.

WRAP-UP Ask: *Of all the texts you read today, which one did you like the best? Why?* Have students use a chain activity to respond. Each student repeats the prior response and adds a new one. [Student's name] liked _____. I liked _____.

Best Practices

Model Formal English Help students raise the level of discussion from informal, conversational talk to more formal, academic talk:

- *What is the main idea of the reading?*
- *What evidence from the text supports your opinion?*
- *How does the author use language to reinforce the theme?*

Week 2 Writing Project

OBJECTIVES

Thematic Connection: Imagining the World

☑ **Write Poetry: Word Choice**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.39

TECHNOLOGY ONLY

Sample Poem: eVisual 3.13

Writing Trait: Word Choice: eVisual 3.14

Magazine Maker

SUGGESTED PACING

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

COMMON CORE STANDARDS

Writing	
Use Sensory Details	CC.4.W.3.d
Plan, Revise, and Edit Writing	CC.4.W.5
Edit Writing	CC.4.W.5
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Speaking and Listening	
Review Key Ideas	CC.4.SL.1.d
Explain Ideas and Understanding	CC.4.SL.1.d
Language and Vocabulary	
Demonstrate Command of Grammar	CC.4.L.1
Demonstrate Command of Spelling	CC.4.L.2
Use Knowledge of Conventions	CC.4.L.3

Write a Poem

Display and read aloud the prompt.

> Imagine an amazing made-up place. Describe it in a poem for a children's magazine.

Study a Model

Read a Poem

Explain: *Let's read one student's poem.* Display and read aloud **eVisual 3.13.**

Sample Poem

The Cottage

Placed carefully on the side of this bright purple mountain
Is a tiny cottage made of sun-bright yellow soil.
Bumpy blue moss and soft orange blossoms dance around
These rough earthen walls.
The door is a tangle of carefully woven twigs.
Joyful laughter floats through the open windows.
My nose twitches at the smell of freshly-baked bread.

NGReach.com **Sample Poem: eVisual 3.13**

INTERACTIVE WHITEBOARD TIP: Underline specific sensory words and phrases as they are read.

Teach the Trait: Word Choice

Introduce the concept: *When you describe people, places, or objects, your choice of words can paint a picture that helps readers understand what you mean. Using sensory words can help your readers feel that they are seeing, hearing, smelling, tasting, or feeling the things you describe.* Display and read aloud **eVisual 3.14.**

Writing Trait: Word Choice

Writing that has strong word choice

- paints a picture in your reader's mind
- helps your reader experience what you are describing.

NGReach.com **Word Choice: eVisual 3.14**

INTERACTIVE WHITEBOARD TIP: Place a check next to each point as you explain it.

Ask students to think about ways to improve this sentence: *There is a yellow cottage on the purple mountain.*

Explain: *This description tells you the colors, but what other details could we add to give the reader a better picture of the scene?* Encourage students to think of words that describe the size, shape, texture, and smell of the cottage and the hill. Then reread **eVisual 3.13** and point out the sensory words the poet used.

Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (a poet writing for a children's magazine) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form.

Role: Poet
Audience: Children
Form: Poem

Then encourage students to use their imaginations to think of a place to write about. Suggest that they think of places they have read about in stories or seen in movies, or they might think of an emotion they want to convey and then imagine a place that would make them feel that way. Have students individually complete their RAFTs.

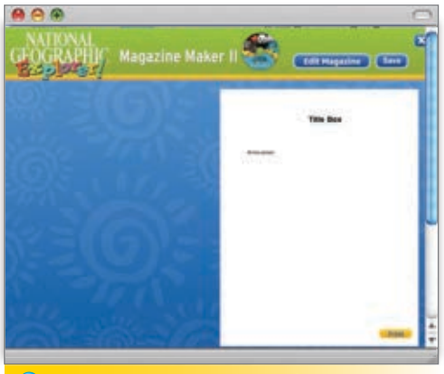
Get Organized

Review the sample: *The poet chose sensory words and phrases to help readers picture the place she was writing about.* Display the chart and explain: *A chart can help you think of sensory words and phrases.* Model completing the chart with words and phrases from "The Cottage."

Senses	Word Choices
See	bright purple, tiny, sun-bright yellow, blue, orange, tangle of carefully woven twigs
Hear	joyful laughter
Smell	earthen, freshly-baked bread
Taste	
Feel	bumpy, soft, rough

Explain: *It is not necessary to choose words that appeal to all five senses. Good writers pick the senses that make the most sense for what they are describing.* Have students create charts to help plan their poems.

See **Differentiate**



NGReach.com **Magazine Maker**

Draft

Write Ideas

Help students create a layout in **Magazine Maker** with a title and text box. Have students draft their poems using their word choice charts. Remind them that they can use fun fonts or even different colors for certain words—for example, use a purple font when they use the word *purple*.

Differentiate

EL English Learners

ISSUE Students do not have enough English vocabulary to think of sufficient sensory words.

STRATEGY Have students complete their charts with as many words as they can and then use pictures to illustrate other ideas they have. Then have them work with a proficient English speaker to fill in the appropriate words.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice pages T167k–T167l

Daily Grammar ☑
Point out the demonstrative adjective *this* in "The Cottage." Then use pages T167m–T167n to practice using demonstrative adjectives.

Daily Writing Skills ☑
Point out the sensory words in "The Cottage." Then use pages T167o–T167p to practice using sensory words.

Revise

Read, Retell, Respond

Have students read their poems to partners. Have the listeners rephrase what they feel the poem is about and give suggestions to improve the poem. Display the language frames below to guide the discussion.

Language Frames

Experience	Make Suggestions
• I saw _____. • I heard _____. • I smelled _____. • I tasted _____. • I felt _____.	• _____ and _____ were good word choices. • Can you add more to describe_____to help me visualize it?

Make Changes

Have students revise their poems. Remind them to use sensory words that describe what they want their readers to see, hear, smell, taste, or feel.

If students run out of room in their text boxes as they revise, demonstrate how to change the size of a text box in **Magazine Maker**: select the edge of the box with the cursor and move the cursor across the screen until the box is the desired size.

See **Differentiate**

Student Sample: Revise

Placed carefully on the side of this mountain
Is a cottage made of yellow soil.
Bumpy blue moss and soft orange blossoms dance around
This rough earthen walls.
The door is a tangle of carefully woven twigs.
Joyful lafter floats through the open windows.
My nose twitches at the smell of bread.

Sample Analysis

I'll add more sensory words to help my readers see the scene.

I'll add a word to describe the smell.

Differentiate

AL Above Level

ISSUE Students struggle to find the right word choices to describe complex sensory experiences.

STRATEGY Encourage students to play with words. They can use multiple adjectives and even noun forms (for example, *soap-sudsy*). They can also mix together words that relate to different senses (for example, eating a snack on a bright day might *taste like a sweet sunrise*).

BL Below Level

ISSUE Students do not understand how words with similar meanings have different nuances and create different sensory images.

STRATEGY Provide samples of words with similar meanings. Discuss how the right word choice can add to the effectiveness of a poem. For example, a bird may sing, chirp, cackle, or caw. Ask: *What does each of these words tell you about the bird? Why would a poet want to choose one of these words over the others?*

Edit and Proofread

Check the Poem

Have students check their grammar and spelling, focusing on the Week 2 spelling words and plural nouns. Review the correct use of demonstrative adjectives.

Student Sample: Edit and Proofread

Placed carefully on the side of this bright purple mountain
Is a tiny cottage made of sun-bright yellow soil.
Bumpy blue moss and soft orange blossoms dance around
This rough earthen walls.
The door is a tangle of carefully woven twigs.
Joyful lafter floats through the open windows.
My nose twitches at the smell of freshly-baked bread.

Sample Analysis

I mean *These*, not *This*. *These* is plural, like *walls*.

I misspelled *laughter*. I'll fix that.

Publish and Present

Make a Final Copy

Remind students that they can change color, size, and font in **Magazine Maker**, but what they pick should fit the imagery and be readable. Remind students to add their name and a title. Then have them print their work

Student Sample: Publish

The Cottage

Placed carefully on the side of this bright purple mountain
Is a tiny cottage made of sun-bright yellow soil.
Bumpy blue moss and soft orange blossoms dance around
These rough earthen walls.
The door is a tangle of carefully woven twigs.
Joyful laughter floats through the open windows.
My nose twitches at the smell of freshly-baked bread.

by Anh Tran

Share with Others

Explain that students will read aloud their poems in small groups. Model a response to the sample poem: *This poem describes a cottage on a mountain. It seems like a really happy place that I'd like to visit!*

After each student reads, have other group members discuss the poem. Bind the poems to make a class poetry magazine. Have students make copies of their poems for their Weekly Writing folders. Use the **Writing Rubric** to assess each poem.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	•The writing has a clear, focused message that keeps readers interested. •Details are accurate and relevant, showing in-depth knowledge of the topic.	•The writing has a clear structure that sets the writer's audience and purpose. •All content flows smoothly and logically.	•The writing sounds genuine and unique. •The writer's tone is appropriate to the purpose and audience.	•Appropriate words were chosen to clearly convey the writer's message. •Language used throughout is appropriate for the audience and grabs readers' attention.	•All sentences are varied and effective and have appropriate transitions. •When read aloud, the writing sounds natural and rhythmic.	•The writing has only a few minor errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. •All the sentences are complete.	•The text is presented in an orderly way, significantly helping to convey the message. •Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	•Most of the writing has a clear, focused message that keeps readers interested. •Most details are accurate and relevant, showing reasonable knowledge of the topic.	•Most of the writing has a clear structure that suits the writer's audience and purpose. •Most of the content flows smoothly and logically.	•Most of the writing sounds genuine and unique. •The writer's tone is mostly appropriate for the purpose and audience.	•Many appropriate words were chosen to clearly convey the writer's message. •Most language is appropriate for the audience and grabs readers' attention.	•Most sentences are varied and effective and have appropriate transitions. •When read aloud, most of the writing sounds natural and rhythmic.	•The writing has some errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. •Most of the sentences are complete.	•Most of the text is presented in an orderly way, generally helping to convey the message. •Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	•The writing has a fairly uncleaner and unfocused message, causing readers some confusion. •Some details are relevant and accurate, showing minimum knowledge of the topic.	•The writing does not have a clear structure that suits the writer's audience and purpose. •Some content flows smoothly and logically.	•Some of the writing sounds genuine and unique. •The writer's tone is somewhat appropriate for the purpose and audience.	•Some appropriate words were chosen to clearly convey the writer's message. •Some language is appropriate for the audience and grabs readers' attention.	•Some sentences are varied and effective and have appropriate transitions. •When read aloud, some of the writing sounds natural and rhythmic.	•The writing has several errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. •Some of the sentences are complete.	•Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. •Some visuals are appropriate for the purpose and audience and support meaning.
1	•The writing does not have a clear, focused message, causing readers confusion. •Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic.	•The writing does not have a clear structure. •The content does not flow smoothly or logically.	•The writing does not sound genuine or unique. •The writer's tone is not appropriate for the purpose or audience.	•Few appropriate words were chosen to clearly convey the writer's message. •Language is dull, vague, and inappropriate for the audience, losing the readers' attention.	•Few or none of the sentences are varied or effective or have appropriate transitions. •When read aloud, the writing sounds unnatural.	•The writing has many errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. •Few sentences are complete.	•The text is not presented in an orderly way, making it very difficult to track and comprehend the message. •None of the visuals are appropriate for the purpose or audience, and do not support meaning.

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

Grade 4 Assessment A3.39 Unit 3 | Amazing Places

NGReach.com Assessment Master A3.39

Week 2 Assessment & Reteaching

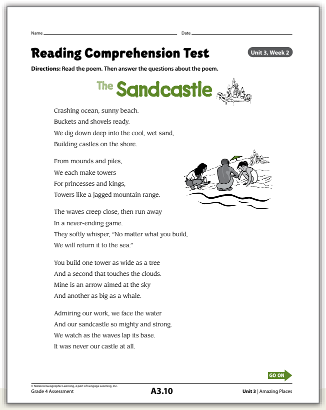
☑ = TESTED

Assess

OBJECTIVES | **ASSESSMENTS**

Reading

- ☑ Explain Figurative Language
- ☑ Describe Elements of a Poem
- ☑ Visualize to Comprehend Literature


Name ____ Date ____

Reading Comprehension Test Unit 3, Week 2

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

The Sandcastle

Crashing ocean, sunny beach.
Buckets and shovels ready.
We dig down deep into the cool, wet sand,
Building castles on the shore.

From mounds and piles,
We each make towers
For princesses and kings,
Towers like a jagged mountain range.

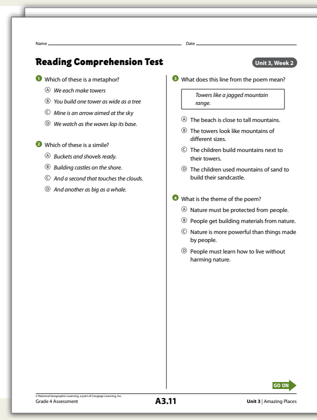
The waves creep close, then run away
In a never-ending game.
They softly whisper, "No matter what you build,
We will return it to the sea."

You build one tower as wide as a tree
And a second that touches the clouds.
Mine is an arrow aimed at the sky
And another as big as a whale.

Admiring our work, we face the water
And our sandcastle so mighty and strong.
We watch as the waves lap its base.
It was never our castle at all.

GO ON

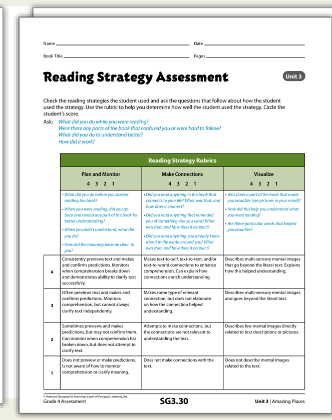
Grade 4 Assessment A3.10 Unit 3 | Amazing Places


Reading Comprehension Test Unit 3, Week 2

1. Which of these is a metaphor?
   - Ⓐ We each make towers
   - Ⓑ You build one tower as wide as a tree
   - Ⓒ Mine is an arrow aimed at the sky
   - Ⓓ We watch as the waves lap its base.
2. Which of these is a simile?
   - Ⓐ Buckets and shovels ready.
   - Ⓑ Building castles on the shore.
   - Ⓒ And a second that touches the clouds.
   - Ⓓ And another as big as a whale.
3. What does this line from the poem mean?
   Towers like a jagged mountain range.
   - Ⓐ The beach is close to tall mountains.
   - Ⓑ The towers look like mountains of different sizes.
   - Ⓒ The children build mountains next to their towers.
   - Ⓓ The children used mountains of sand to build their sandcastle.
4. What is the theme of the poem?
   - Ⓐ Nature must be protected from people.
   - Ⓑ People get building materials from nature.
   - Ⓒ Nature is more powerful than things made by people.
   - Ⓓ People must learn how to live without harming nature.

GO ON

Grade 4 Assessment A3.11 Unit 3 | Amazing Places


Reading Strategy Assessment Unit 3

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?*

Reading Strategy Rubrics

	Plan and Monitor 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	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.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	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.
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.	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.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

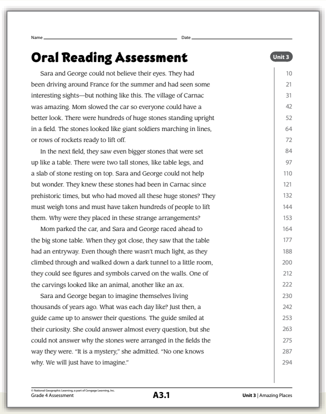
Grade 4 Assessment SG3.30 Unit 3 | Amazing Places

Reading Comprehension Test
A3.10–A3.12

Reading Strategy Assessment
SG3.30–SG3.31

Fluency

- ☑ Expression
- ☑ Accuracy and Rate


Oral Reading Assessment Unit 3

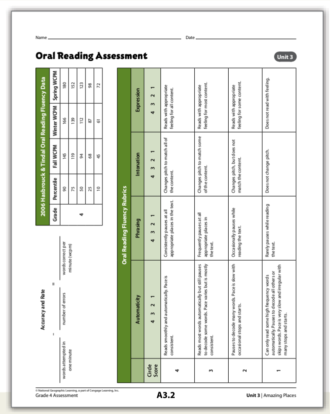
Sara and George could not believe their eyes. They had been driving around France for the summer and had seen some interesting sights—but nothing like this. The village of Carnac was amazing. Mom slowed the car so everyone could have a better look. There were hundreds of huge stones standing upright in a field. The stones looked like giant soldiers marching in lines, or rows of rockets ready to lift off.

In the next field, they saw even bigger stones that were set up like a table. There were two tall stones, like table legs, and a slab of stone resting on top. Sara and George could not help but wonder. They knew these stones had been in Carnac since prehistoric times, but who had moved all these huge stones? They must weigh tons and must have taken hundreds of people to lift them. Why were they placed in these strange arrangements?

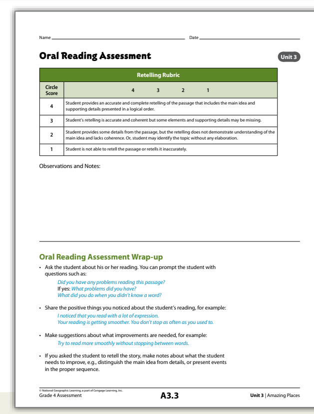
Mom parked the car, and Sara and George raced ahead to the big stone table. When they got close, they saw that the table had an entryway. Even though there wasn't much light, as they climbed through and walked down a dark tunnel to a little room, they could see figures and symbols carved on the walls. One of the carvings looked like an animal, another like an ax.

Sara and George began to imagine themselves living thousands of years ago. What was each day like? Just then, a guide came up to answer their questions. The guide smiled at their curiosity. She could answer almost every question, but she could not answer why the stones were arranged in the fields the way they were. "It is a mystery," she admitted. "No one knows why. We will just have to imagine."

Grade 4 Assessment A3.1 Unit 3 | Amazing Places


Oral Reading Assessment Unit 3

Grade 4 Assessment A3.2 Unit 3 | Amazing Places


Oral Reading Assessment Unit 3

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:

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.

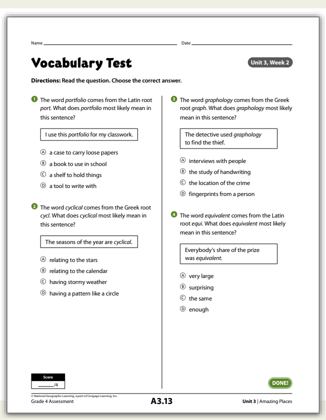
Grade 4 Assessment A3.3 Unit 3 | Amazing Places

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with On Level students this week.

Vocabulary and Spelling

- ☑ Use Greek and Latin Roots and Affixes to Determine Word Meanings
- ☑ Spell Multisyllabic Words
- ☑ Use Commonly Misspelled Words Correctly

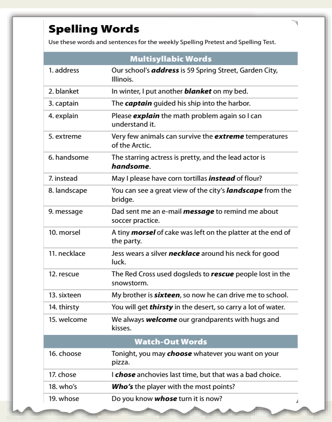

Vocabulary Test Unit 3, Week 2

Directions: Read the question. Choose the correct answer.

1. The word *portfolio* comes from the Latin root *port*. What does *portfolio* most likely mean in this sentence?
   I use this *portfolio* for my classwork.
   - Ⓐ a case to carry loose papers
   - Ⓑ a book to use in school
   - Ⓒ a shelf to hold things
   - Ⓓ a tool to write with
2. The word *cyclical* comes from the Greek root *cycl*. What does *cyclical* most likely mean in this sentence?
   The seasons of the year are *cyclical*.
   - Ⓐ relating to the stars
   - Ⓑ relating to the calendar
   - Ⓒ having stormy weather
   - Ⓓ having a pattern like a circle
3. The word *graphology* comes from the Greek root *graph*. What does *graphology* most likely mean in this sentence?
   The detective used *graphology* to find the thief.
   - Ⓐ interviews with people
   - Ⓑ the study of handwriting
   - Ⓒ the location of the crime
   - Ⓓ fingerprints from a person
4. The word *equivalent* comes from the Latin root *equi*. What does *equivalent* most likely mean in this sentence?
   Everybody's share of the prize was *equivalent*.
   - Ⓐ very large
   - Ⓑ surprising
   - Ⓒ the same
   - Ⓓ enough

Score ____/4 DONE!

Grade 4 Assessment A3.13 Unit 3 | Amazing Places


Spelling Words

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

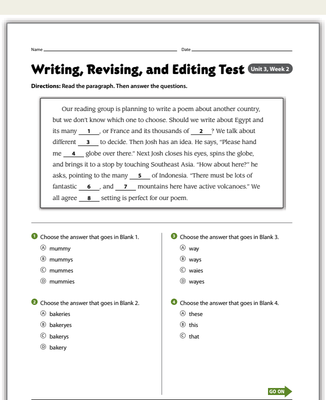
Multisyllabic Words	
1. address	Our school's ***address*** is 59 Spring Street, Garden City, Illinois.
2. blanket	In winter, I put another ***blanket*** on my bed.
3. captain	The ***captain*** guided his ship into the harbor.
4. explain	Please ***explain*** the math problem again so I can understand it.
5. extreme	Very few animals can survive the ***extreme*** temperatures of the Arctic.
6. handsome	The starring actress is pretty, and the lead actor is ***handsome***.
7. instead	May I please have corn tortillas ***instead*** of flour?
8. landscape	You can see a great view of the city's ***landscape*** from the bridge.
9. message	Dad sent me an e-mail ***message*** to remind me about soccer practice.
10. morsel	A tiny ***morsel*** of cake was left on the platter at the end of the party.
11. necklace	Jess wears a silver ***necklace*** around his neck for good luck.
12. rescue	The Red Cross used dogsleds to ***rescue*** people lost in the snowstorm.
13. sixteen	My brother is ***sixteen***, so now he can drive me to school.
14. thirsty	You will get ***thirsty*** in the desert, so carry a lot of water.
15. welcome	We always ***welcome*** our grandparents with hugs and kisses.
Watch-Out Words	
16. choose	Tonight, you may ***choose*** whatever you want on your pizza.
17. chose	I ***chose*** anchovies last time, but that was a bad choice.
18. who's	***Who's*** the player with the most points?
19. whose	Do you know ***whose*** turn it is now?

Vocabulary Test
A3.13

Spelling Pretest/ Spelling Test
T167k

Grammar and Writing

- ☑ Use Demonstrative Adjectives
- ☑ Use Plural Nouns
- ☑ Use Sensory Details


Writing, Revising, and Editing Test Unit 3, Week 2

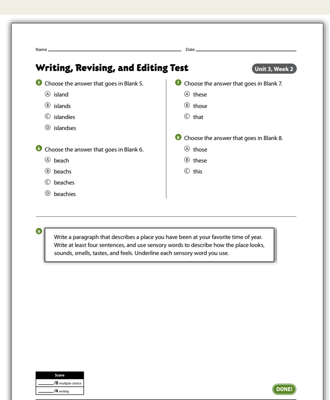
Directions: Read the paragraph. Then answer the questions.

Our reading group is planning to write a poem about another country, but we don't know which one to choose. Should we write about Egypt and its many __1__, or France and its thousands of __2__? We talk about different __3__ to decide. Then Josh has an idea. He says, "Please hand me __4__ globe over there." Next Josh closes his eyes, spins the globe, and brings it to a stop by touching Southeast Asia. "How about here?" he asks, pointing to the many __5__ of Indonesia. "There must be lots of fantastic __6__, and __7__ mountains here have active volcanoes." We all agree __8__ setting is perfect for our poem.

1. Choose the answer that goes in Blank 1.
   - Ⓐ mummy
   - Ⓑ mummys
   - Ⓒ mummes
   - Ⓓ mummies
2. Choose the answer that goes in Blank 2.
   - Ⓐ bakeries
   - Ⓑ bakeryes
   - Ⓒ bakerys
   - Ⓓ bakery
3. Choose the answer that goes in Blank 3.
   - Ⓐ way
   - Ⓑ ways
   - Ⓒ waies
   - Ⓓ wayes
4. Choose the answer that goes in Blank 4.
   - Ⓐ these
   - Ⓑ this
   - Ⓒ that

GO ON

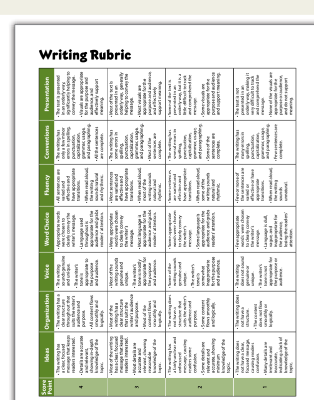
Grade 4 Assessment A3.14 Unit 3 | Amazing Places


Writing, Revising, and Editing Test Unit 3, Week 2

5. Choose the answer that goes in Blank 5.
   - Ⓐ island
   - Ⓑ islands
   - Ⓒ islandies
   - Ⓓ islandses
6. Choose the answer that goes in Blank 6.
   - Ⓐ beach
   - Ⓑ beachs
   - Ⓒ beaches
   - Ⓓ beachies
7. Choose the answer that goes in Blank 7.
   - Ⓐ these
   - Ⓑ those
   - Ⓒ that
8. Choose the answer that goes in Blank 8.
   - Ⓐ those
   - Ⓑ these
   - Ⓒ this
9. Write a paragraph that describes a place you have been at your favorite time of year. Write at least four sentences, and use sensory words to describe how the place looks, sounds, smells, tastes, and feels. Underline each sensory word you use.

Score ____/8 multiple-choice ____/4 writing DONE!

Grade 4 Assessment A3.15 Unit 3 | Amazing Places


Writing Rubric

Grade 4 Assessment A3.39 Unit 3 | Amazing Places

Writing, Revising, and Editing Test
A3.14–A3.15

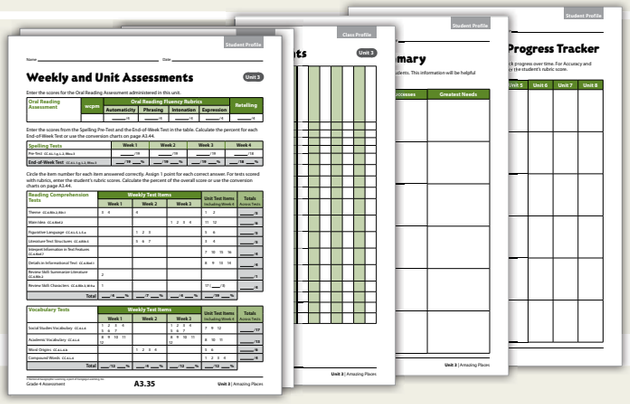
Writing Rubric
A3.39

NGReach.com

ExamView®

Reteach and Practice

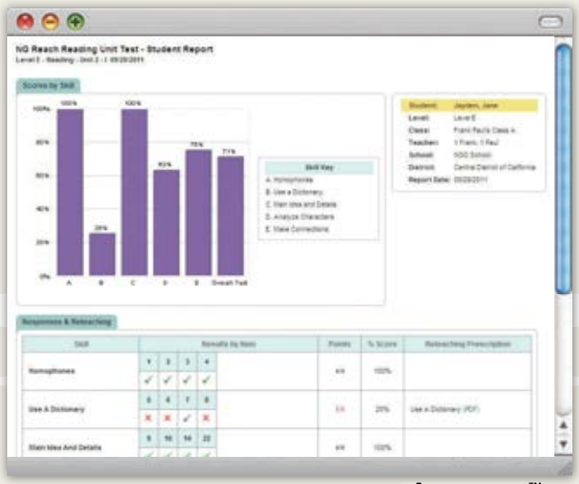
REPORTS



PRINT & ONLINE

Report Forms

Student Profile: Weekly and Unit Assessments	A3.35–A3.36
Class Profile: Weekly and Unit Assessments	A3.37
Student Profile: Strengths and Needs	A3.38
Student Profile: Oral Reading Progress Tracker	A1.3



eAssessment™

ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Tests

Class Profile: Weekly and Unit Tests

Standards Summary Report

RESOURCES AND ROUTINES

Reading

RETEACH

Figurative Language: Reteaching Master RT3.4
Poetry: Reteaching Master RT3.5
Visualize: Reteaching Master RT3.6

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40
Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T167k–T167l

Grammar and Writing

RETEACH

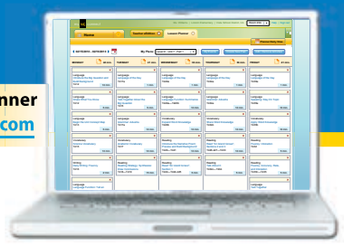
Adjectives: Anthology Handbook, page 602
Plural Nouns: Anthology Handbook, page 596
Writing: Reteaching Writing Routine, page BP51
Writing Trait: Word Choice: Reteaching Master RT3.7

ADDITIONAL PRACTICE

More Grammar Practice PM3.16
Daily Writing Skills Practice, pages T167o–T167p

Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

Day 1

WHOLE GROUP TIME — Listen and Comprehend

Anthology

Speaking and Listening
5–10 minutes

Academic Talk
Describe Places T174

Language and Vocabulary
15–25 minutes

Daily Spelling and Word Work CC.Rfou.3; CC.4.Rfou.3.a;
☑Pretest: Long a, i, o, u in VC*e* Form, Words with Long and Short Vowels, and Commonly Misspelled Words T173s CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c

Daily Grammar CC.4.L.1; CC.4.L.3
☑Collective Nouns T173u

Social Studies Vocabulary CC.4.L.6
☑Learn Key Words T174
canyon **elevation** **landform** **ocean** **outline** **plain** **plateau** **valley**

Reading
20–40 minutes

Reading
Read Aloud: Report T175a

Comprehension CC.Rinf.2; CC.4.SL.2
☑Main Idea and Details T175a

Fluency CC.4.Rfou.4
☑Model Intonation T175a

Writing
15–45 minutes

Power Writing T174 CC.4.W.10

Daily Writing Skills CC.4.W.7; CC.4.W.8
Evaluate Sources T173w

Writing CC.4.W.9.b; CC.4.W.2;
Write About Main Ideas and Details T176 CC.4.W.10

Research Project: Extreme Places
Plan T197a

SMALL GROUP READING TIME — Read Social Studies Articles

Fiction & Nonfiction

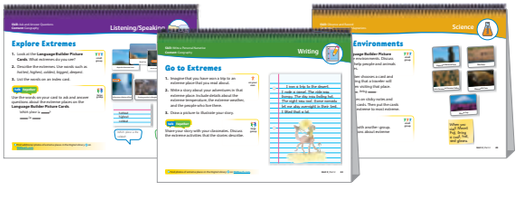
20 minutes

Vocabulary CC.4.L.6
Learn Social Studies Vocabulary SG17

Reading CC.4.Rinf.3; CC.4.Rinf.10
Explain Events in Text SG16
Build Comprehension SG17

LEARNING STATION TIME

20 minutes



Day 2

WHOLE GROUP TIME — Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.SL.1.d
Express Ideas T176a

Daily Spelling and Word Work CC.4.Rfou.3.a; CC.4.L.1.g;
☑Practice T173s CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c

Daily Grammar CC.4.L.1; CC.4.L.3
☑More Collective Nouns T173u

Academic Vocabulary CC.4.L.6
☑Learn More Key Words T176a
feature **locate** **physical** **region** **surface**

Reading CC.4.Rinf.10
Read a Personal Narrative T179

Comprehension CC.4.RInf.10
☑Learn to Visualize T178

Fluency CC.4.Rfou.4
☑Practice Intonation T178

Power Writing T176a CC.4.W.10

Daily Writing Skills CC.4.W.7; CC.4.W.8
Evaluate Sources T173w

Writing CC.4.W.2; CC.4.W.10
Write About Visualizing T178–T179

Research Project: Extreme Places CC.4.W.7; CC.4.W.8
Research T197a

SMALL GROUP READING TIME — Read Nonfiction Books

Vocabulary CC.4.L.6
Learn Story Words SG18–SG19

Reading CC.4.Rlit.10
Introduce SG18–SG19
Read SG20–SG21

☑Determine Main Idea and Supporting Details SG20–SG21 CC.4.Rinf.2; CC. 4.SL.2

☑Visualize to Comprehend Text SG20–SG21

LEARNING STATION TIME

Speaking and Listening T173q CC.4.SL.4
Language and Vocabulary T173q CC.4.L.6
Writing T173q CC.4.L.3
Cross-Curricular T173r CC.4.W.6; CC.4.W.9; CC.4.L.5
Reading and Intervention T173r; SG68 CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rinf.10; CC.4.Rfou.4 CC.4.Rfou.4.b; CC.4.Rfou.4.c

BIG Question **Why learn about other places?**

Day 3

Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.SL.1.d
Preview and Predict T180

Daily Spelling and Word Work CC.Rfou.3; CC.4.Rfou.3.a;
☑ Practice T173t CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c

Daily Grammar CC.4.L.1; CC.4.L.3
☑ Subject-Verb Agreement T173v

Vocabulary Practice CC.4.L.6
☑ Expand Word Knowledge T180

Reading CC.4.Rinf.2;
Read a Social Studies Article T181–T189 CC.4.Rinf.7; CC.4.Rinf.10; CC.4.Rfou.4.a

Comprehension CC.Rinf.2;
☑ Main Idea and Details T184–T187 CC.4.SL.2
☑ Visualize T182–187 CC.4.Rlnf.10
Interpret Text Features T182–183 CC.4.Rinf.7; CC.4.SL.2

Fluency CC.4.Rfou.4
☑ Practice Intonation, Accuracy, and Rate T182–183

Power Writing T180 CC.4.W.10

Daily Writing Skills CC.4.W.7; CC.4.W.8
Evaluate Sources T173x

Writing CC.4.W.10; CC.4.W.9.b
Write About Graphs and Diagrams T188–T189

Research Project: Extreme Places CC.4.W.7; CC.4.W.8
Research T197a

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.4.Rlit.10
Read and Integrate Ideas SG20–SG21
☑ IDetermine Main Idea and Supporting Details SG20–SG21 CC.4.Rinf.2; CC. 4.SL.2
☑ Visualize to Comprehend Text SG20–SG21

Day 4

Read and Comprehend

Academic Talk CC.4.SL.1; CC.4.Rinf.2
Summarize Reading T190

Daily Spelling and Word Work CC.Rfou.3; CC.4.Rfou.3.a;
☑ Practice T173t CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c

Daily Grammar CC.4.W.5; CC.4.L.1; CC.4.L.3
☑ Grammar and Writing T173v

Vocabulary Practice CC.4.L.6
☑ Share Word Knowledge T190

Reading CC.4.Rinf.2; CC.4.Rinf.7; CC.4.Rinf.10; CC.4.Rfou.4.a
Read a Social Studies Article T190–T194-195

Comprehension CC.Rinf.2; CC.4.SL.2
☑ Main Idea and Details T192–193
☑ Visualize T191, T194–T195 CC.4.Rlnf.10

Fluency CC.4.Rfou.4.b
☑ Practice Intonation, Accuracy, and Rate T191

Power Writing T190 CC.4.W.10

Daily Writing Skills CC.4.W.7; CC.4.W.8
Evaluate Sources T173x

Writing CC.4.W.10
Write a Description T194–T195

Research Project: Extreme Places
Organize T197b

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.4.Rlit.10
Read and Integrate Ideas SG20–SG21
Determine Main Idea and Supporting Details CC.4.Rinf.2; CC. 4.SL.2 SG20–SG21
☑ Visualize to Comprehend Text SG20–SG21

Day 5

Review and Apply

Academic Talk CC.4.SL.1; CC.4.L.6
Talk About "Extreme Earth" T196

Daily Grammar CC.4.L.1; CC.4.L.3
☑ Review T173v

Vocabulary Review CC.4.L.4.c, CC.4.L.5.c
☑ Apply Word Knowledge T195a

Reading CC.4.Rinf.2; CC.4.Rinf.7;
Reread a Social Studies Article T181–T195 CC.4.Rinf.10; CC.4.Rfou.4.a

Comprehension CC.Rinf.2
☑ Main Idea and Details T196a

Fluency CC.4.Rfou.4.b
☑ Check Intonation, Accuracy, and Rate T197

Power Writing T195a CC.4.W.10

Daily Writing Skills CC.4.W.7; CC.4.W.8
Evaluate Sources T173x

Writing CC.4.W.3
Write About Extreme Weather T196

Research Project: Extreme Places CC.4.SL.4
Present T197b

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.10; CC.4.SL.1.a
Connect Across Texts SG21

Writing CC.4.W.2
Choose a Writing Option SG20–SG21

ASSESSMENT & RETEACHING

Assessment and Reteaching T173o–T173p

☑ Reading Comprehension Test A3.16–A3.17 CC.4.Rinf.2
☑ Reading Strategy Assessment SG57–SG58 CC.4.Rinf.10
☑ Oral Reading Assessment A3.1–A3.3 CC.4.Rfou.4.a
☑ Vocabulary Test A3.18–A3.19 CC.4.L.4.b; CC.4.L.6
☑ Spelling Test: Long *a*, *i*, *o*, *u* in VC*e* Form, Words with Long and Short Vowels, and Commonly Misspelled Words T173s CC.4.Rfou.3.a CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c
☑ Writing, Revising, and Editing Test A3.20–A3.22 CC.4.W.10; CC.4.L.1; CC.4.L.3
Reteaching Masters RT3.8–RT3.9

Week 3 Learning Stations

Speaking and Listening

Option 1: Explore Extremes

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 21

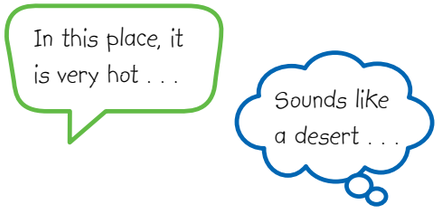
Teacher's Guide on NGReach.com

Digital Library Images: Language Builder Picture Cards E27–E39

index cards

Report on a Topic CC.4.SL.4

Option 2: Share Visualizations



Have partners practice their visual description skills using photos from "Extreme Earth."

- Ask one student to secretly select a photo from the article and describe how it would look, feel, smell, and sound to be in the place depicted.
- Have the other student find the photo based on the first student's description.
- Have the students reverse roles and repeat.

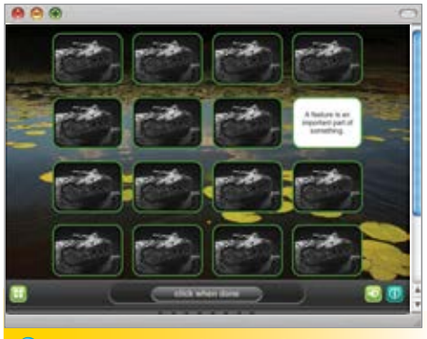
Report on a Topic CC.4.SL.4

Language and Vocabulary

Key Words

canyon · elevation · feature · landform · locate · ocean · outline · physical · plain · plateau · region · surface · valley

Option 1: Vocabulary Games



NGReach.com **Online Vocabulary Games**

Acquire and Use Conversational, General Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook

NGReach.com **My Vocabulary Notebook**

Have students expand their word knowledge. Have students add definitions for the new Key Words under Add Definition. Under Add More Information > Use This Word, have students write sentences using the Key Words. Challenge students to include collective nouns, such as group and the United States, in their sentences.

Acquire and Use Grade-Appropriate General Academic and Domain-Specific Words CC.4.L.6

Writing

Option 1: Describe an Extreme Place

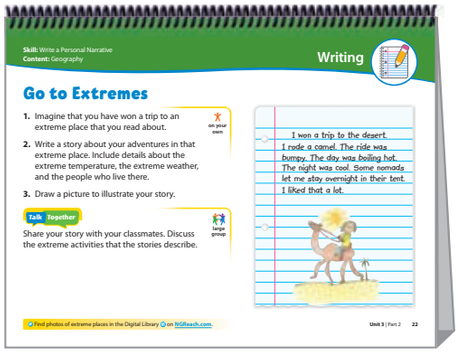
PROGRAM RESOURCES

Digital Library Images: Language Builder Picture Card E29

Display images from the Digital Library of extreme places. Have students choose one of the images and describe the place, emphasizing what makes it extreme.

Use Knowledge of Language CC.4.L.3

Option 2: Go to Extremes



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 22

Teacher's Guide on NGReach.com

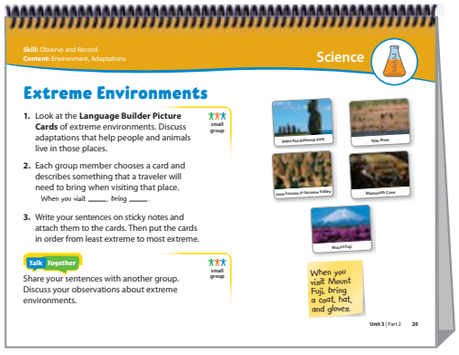
Digital Library Images

colored markers

Use Knowledge of Language CC.4.L.3

Cross-Curricular

Option 1: Extreme Environments



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 20

Teacher's Guide on NGReach.com

Digital Library Images: Language Builder Picture Cards E27, E28, E31, E35, E38

self-stick notes

Understand Nuances	CC.4.L.5
Draw Evidence from Texts	CC.4.W.9

Option 2: Play the Grand Canyon Game

NGReach.com **Student Resources**

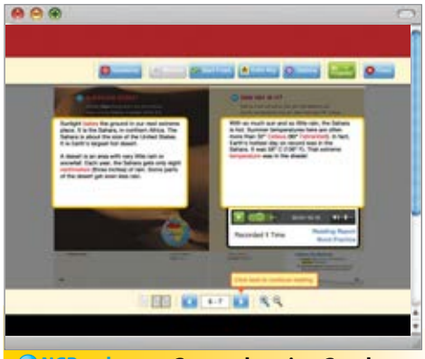
Have students play the Grand Canyon game.

To find the game, have students go to Resources > Unit 3 > Learning Stations > Week 3 > Brainteaser: Grand Canyon.

Use Technology	CC.4.W.6

Reading

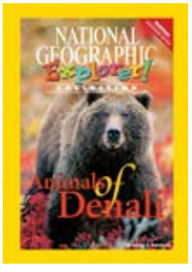
Option 1: Comprehension Coach



NGReach.com **Comprehension Coach**

Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Accuracy to Support Comprehension	CC.4.Rfou.4

Option 2: Additional Reading



PROGRAM RESOURCES

Week 3 Small Group Reading titles, page SG18

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read from the Week 3 Small Group Reading titles (see page SG18), the Independent Reading Recommended Books (see page SG68), 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.4.Rlit.10
Read and Comprehend Informational Texts	CC.4.Rinf.10

Intervention

Phonics Games

NGReach.com **Online Phonics Games**

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

For Reteaching Masters, see pages RT3.8–RT3.9 .

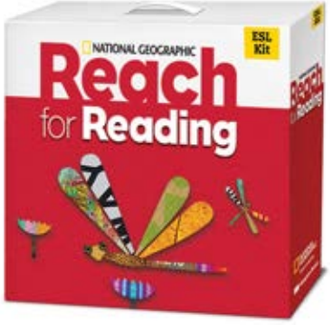
Additional Resources

Reach into Phonics

Lessons 40–42

Use Context to Confirm or Self-Correct Word Recognition and Understanding	CC.4.Rfou.4.c

ESL Kit



ESL Teacher's Edition pages T174–T197

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Spell Words with Long *a, i, o, u* in VCe Form; Words with Long and Short Vowels**
- ☑ **Use Commonly Misspelled Words Correctly**

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	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 VC*e* Pattern	
1. classmate	My ***classmate*** and I share a computer.
2. compose	For this year's creative writing contest, you may ***compose*** a poem or write a play or short story.
3. confuse	Long division problems often ***confuse*** me.
4. earthquake	Our whole building shook during the ***earthquake***.
5. excuse	You might ***excuse*** our tardiness if we tell you what happened on the way to school.
6. homeland	My ***homeland*** is Mexico, the country in which I was born.
7. invite	Did Angela ***invite*** you to her birthday party?
8. misbehave	My naughty little brother likes to ***misbehave*** in front of company.
9. longitude	***Longitude*** measures distance from the Greenwich Meridian.
10. polite	A ***polite*** person acts in a thoughtful, courteous manner.
11. remote	The island is so ***remote*** that it takes a ship five days to get there.
12. suppose	I ***suppose*** that we have a game on Saturday, but I am not sure.
13. trace	If you put a thin sheet of paper over the design, you can ***trace*** it.
14. valentine	No one knows for sure how the tradition began of sending a ***valentine*** on February 14th.
15. zone	If you park in the store's loading ***zone***, the delivery truck won't be able to unload.
Watch-Out Words	
16. brake	My dad had to use the emergency ***brake*** when our car slid on the ice.
17. break	We were tired after mowing the lawn, so we took a ***break*** before raking up the grass.
18. hear	Did you ***hear*** that sound rumbling in the distance?
19. here	I think our train will get ***here*** any minute now.

Divide and Conquer Day 2 — Option 1

MATERIALS

index cards, 8 per student

Teach

Display the word *stake*. Pronounce the word and have students identify it as a one-syllable word. Underline the vowels and announce the word again. Circle *e* and draw an arrow from it to *a*. Explain: *When a word or syllable ends with* e, *the vowel before the* e *is usually long, and the* e *is silent.*

Then write the word *mistake*. Pronounce the word and have students identify it as a two-syllable word. Draw a slash to divide the word: *mis/take* and say: *Two-syllable words with two consonants in the middle are usually divided between the consonants.* Circle *e* and draw an arrow from it to *a*. Explain: *In this syllable, the vowel before the* e *is long, and the* e *is silent.*

Prepare

- Have students write the words *compose, confuse, excuse, invite, suppose, brake, break,* and *hear* on separate cards.

Practice

- Have students determine how many syllables each word contains. They should divide multi-syllable words with slashes.
- Students should circle the silent *e* and underline the long vowel in each word.
- Have students quietly pronounce each word.

Monitor students' pronunciation and marking.

Use Syllabication Patterns to Read Multisyllabic Words CC.4.Rfou.3.a

Trace the Shape Day 2 — Option 2

MATERIALS

index cards, 3 per student • highlighters

Practice

Have students neatly print three words that give them trouble on separate cards. Tell them to outline each letter then close their eyes and visualize the shape of the word. Have them look at the card again, turn it over, and write the word. Students repeat the process until they can spell the word correctly each time.

Spell Grade-Appropriate Words CC.4.L.2.d

= one student = two students = three or more students

Long *a, i, o, u* in VCe Form Words with Long and Short Vowels

Solve the Mystery Day 3 Option 1

Prepare

- Arrange four to six students into two teams.
- Have each team select five spelling words and write the word and two short clues about each, based on an action, an event, an historical or living person, or a place. For example:
  1. *(earthquake)* Clue 1: Haiti, 2010; Clue 2: an event that caused damage
  2. *(compose)* Clue 1: Beethoven; Clue 2: write music
  3. *(homeland)* Clue 1: birth; Clue 2: country

Play a Game

- Team A reads the first clue for a word.
- If Team B guesses the word and spells it correctly, Team B gets 2 points. Then teams change roles.
- If Team B guesses the wrong word, Team A gets 2 points and gives the second clue. If Team B guesses the word and spells it correctly, Team B gets 1 point.
- If Team B does not guess the word after two tries, the teams change roles and continue until all clues have been presented.
- Teams read aloud to each other any of their words not guessed. Teams get one point for each word they spell aloud correctly.

Demonstrate Command of Spelling CC.4.L.2

Pick It Up! Day 3 Option 2

MATERIALS

index cards, 24 per group • poster board

Prepare

- Divide students into small groups.
- Have students print one consonant on each card (two for *s*, *n*, *p*).
- Have one student cut poster board into 6-by-6-inch squares and write one of the five vowels on each square. Students place the vowel cards on the floor in a line *a* to *u* and the consonant cards in an orderly grid *b* to *z* on a desk.

Play a Game

- A "caller" calls out a spelling word. A "speller" picks up the initial consonant(s), then stands beside the first vowel. The "speller" continues picking up consonants and standing beside vowels to spell the word, saying each letter
- Students listen and watch as the student spells the word. If a student notices an error, he or she takes the "speller's" place and spells it.
- Continue until all words are spelled correctly.

Spell Grade-Appropriate Words CC.4.L.2.d

Create Word Families Day 4 Option 1

MATERIALS

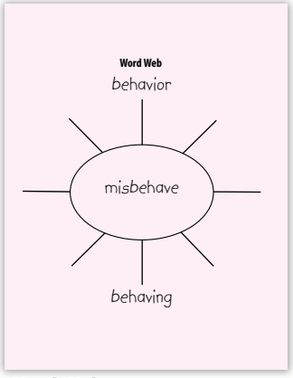
dictionary

Prepare

- Have each student make a word web using different forms of these words: *misbehave, invite, polite, compose, suppose.*
- Students write the spelling word in the center circle.
- Suggest options for finding words in the same family. For example: *Drop a prefix. Add the prefix* un-, im- *or* pre-. *Add the suffix* -ation *or* -ition. Have students write their words.

Practice

- Have students use a dictionary to see if the words they formed are real words. If they are, students add them to the web.
- At the bottom of the web, have students write an original sentence using the spelling word. Challenge students to also use a related word or another spelling word in the sentence. Have students add the related words to **My Vocabulary Notebook.**



Word Web

Use Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
Consult Print References CC.4.L.4.c

Compose a Skit Day 4 Option 2

Write and Perform a Skit

Invite a pair of students or a small group to write dialogue for a skit using the Watch-Out Words and as many other spelling words as possible. Tell them to underline the spelling words in their script. Upon completion, have them perform their skit for the class. For example:

Hana: (taps a classmate on the shoulder) Excuse me. Did you hear that?
Keenan: Did I hear what?
Hana: I heard something growl. I think we're having an earthquake.
Keenan: (calmly) If we are, it must be very remote. I don't feel anything.
Hana: (very agitated) No. It's right here!
Keenan: Shhh. Put the brakes on! It's not polite to interrupt the teacher.
Hana: Look! The room is shaking! The ceiling will break and crash down on us!
Keenan: (whispering) I suppose you're right! We need a safety zone.
Teacher (in a loud voice): Everybody under your desk!

Use Frequently Confused Words CC.4.L.1.g

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Grammar: Use Collective Nouns**
- ☑ **Grammar: Use Subject-Verb Agreement**

COMMON CORE STANDARDS

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3

Day 1

PROGRAM RESOURCES

Collective Nouns: eVisual 3.21 **Game: Practice Master PM3.18**

Teach the Rules

Use the suggestion on page 176 to introduce collective nouns. Explain that although there are several people in a family, the word *family* treats the collection of people as a single group. Use **eVisual 3.21** to teach rules for collective nouns.

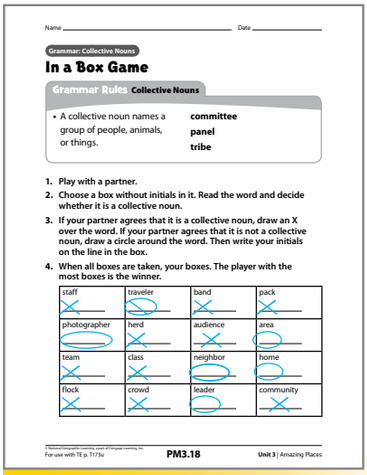
Collective Nouns

• A collective noun names a group of people, animals, or things.	**team, band, herd, flock, group, troop, cast, pack, gang, tribe**
• A collective noun is used as a singular noun.	A **flock** grazed on the grass of the plain.

NGReach.com **Collective Nouns: eVisual 3.21**

Play a Game

Distribute **Practice Master PM3.18**. Have pairs of students follow the directions to play the game.



Name _____ Date _____

Grammar: Collective Nouns

In a Box Game

Grammar Rules Collective Nouns

• A collective noun names a group of people, animals, or things. **committee** **panel** **tribe**

1. Play with a partner.
2. Choose a box without initials in it. Read the word and decide whether it is a collective noun.
3. If your partner agrees that it is a collective noun, draw an X over the word. If your partner agrees that it is not a collective noun, draw a circle around the word. Then write your initials on the line in the box.
4. When all boxes are taken, your boxes. The player with the most boxes is the winner.

staff	traveler	band	pack
photographer	herd	audience	area
team	class	neighbor	home
flock	crowd	leader	community

PM3.18 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.18**

Differentiate

AL Above Level

ISSUE Students suggest possible collective nouns, such as *chain* and *crew*.

STRATEGY Encourage students to use dictionaries to verify that the words are used as singular nouns. Then have students display the collective nouns for the class.

Day 2

PROGRAM RESOURCES

More Collective Nouns: eVisual 3.23

Teach the Rules

Use the suggestion on page T179 to review collective nouns. Note that the word *people* names a group of people. Use **eVisual 3.23** to expand rules for collective nouns.

More Collective Nouns

• Names of some special groups of people are collective nouns.	That **company** makes maps. The **government** passes laws.

NGReach.com **More Collective Nouns: eVisual 3.23**

Play a Game

Form two teams. Have teams use the word bank below to play "Singular or Collective." Explain:

- *Team 1 picks a word from the word bank and reads it aloud.*
- *Team 2 identifies whether the word is a singular noun or a collective noun.*
- *If Team 1 agrees that Team 2 has labeled the word correctly, Team 2 gets one point.*
- *Next, Team 2 reads a word and Team 1 labels it.*

Play until each team has earned 5 points.

community	colony	administration	president	crowd	army
senate	committee	worker	audience	location	landmark

Differentiate

BL Below Level

ISSUE Students don't understand how a group can be considered a single unit.

STRATEGY Draw pictures illustrating how a group acts as a unit, such as an ant *colony* building an anthill or an *audience* clapping.

= one student = two students = three or more students

Day 3

PROGRAM RESOURCES

Subject-Verb Agreement: eVisual 3.24

Teach the Rules

Use the suggestion on page T186-187 to introduce subject-verb agreement. Explain that collective nouns use the same verbs that singular nouns would. Use **eVisual 3.24** to teach subject-verb agreement with collective nouns.

Subject-Verb Agreement

- A collective noun takes a singular verb because the group of people, animals, or things acts as one.

My **herd is** in the west pasture.
A **colony lives** next to the river.
A **band travels** across the desert.

NGReach.com **Subject-Verb Agreement: eVisual 3.24**

Generate Sentences

Have students use the word bank below to generate complete sentences, using a singular verb with each collective noun: Challenge students to link their sentences thematically.

team	herd	flock	community	band	group

*For **Writing Routine 4**, see page BP50.*

Differentiate

EL English Learners

ISSUE Students have difficulty writing sentences with collective nouns in which their subjects and verbs agree.

STRATEGY Provide cloze sentences for students to complete. Have students select the verb that completes each sentence correctly.

An army is/are outside the city.
An interesting tribe live/lives in this area.
That herd drink/drinks at the pond.

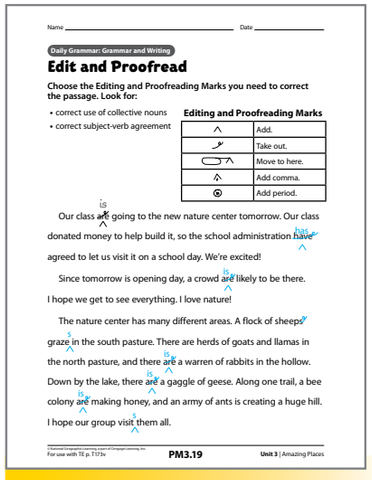
Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.19

Grammar and Writing

Distribute **Practice Master PM3.19**. Have students use editing and proofreading marks to correct errors with collective nouns and subject-verb agreement.



Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct use of collective nouns
- correct subject-verb agreement

Editing and Proofreading Marks

^	Add.
⸝	Take out.
⌒	Move to here.
^	Add comma.
⊙	Add period.

Our class are going to the new nature center tomorrow. Our class donated money to help build it, so the school administration have agreed to let us visit it on a school day. We're excited!

Since tomorrow is opening day, a crowd are likely to be there. I hope we get to see everything. I love nature!

The nature center has many different areas. A flock of sheeps graze in the south pasture. There are herds of goats and llamas in the north pasture, and there are a warren of rabbits in the hollow. Down by the lake, there are a gaggle of geese. Along one trail, a bee colony are making honey, and an army of ants is creating a huge hill. I hope our group visit them all.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T173v

PM3.19

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.19**

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.20-3.22

MATERIALS

timer

Review and Assess

Challenge students to write as many collective nouns as they can in two minutes. Next, partners trade lists. Have each student choose four words from a partner's list and write sentences with the words. Remind students to use correct verb forms. Then have partners trade sentences and check each other's work for subject-verb present-tense agreement.

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

Week 3 Daily Writing Skills

OBJECTIVE

Thematic Connection: Distant Lands

☑ **Evaluate Information**

COMMON CORE STANDARDS

Conduct Research	CC.4.W.7
Gather Information	CC.4.W.8

Introduce Evaluating Sources Day 1

PROGRAM RESOURCES

Web Site URLs: eVisual 3.22

MATERIALS

printouts of online almanacs • printouts of personal blogs • encyclopedias • atlases • magazines • newspapers • novels • picture books

Teach the Skill

Introduce: *When you do research, be sure to use reliable sources.* Explain the qualities of a reliable source:

- *The author is an expert, or a reliable organization manages the Web site.*
- *The purpose is to give objective information, not to persuade or entertain.*
- *The publication date or the last update for the Web site is current.*
- *Another reliable source contains the same information.*

Model evaluating sample materials using each criterion above.

Display **eVisual 3.22** and explain what each URL indicates about each site type. Review that knowing about the author or site manager helps determine whether a Web site is reliable. Clarify: You should evaluate Web sites on all four criteria, too.

Web Site URLs

URL Ending	Web Site Manager
.gov	a federal government organization
.mil	the U.S. military
.edu	a school, college, or university
state abbreviation (such as tx for Texas) followed by .us	a state government
.com, .net, or .org	a business or an individual

NGReach.com **Web Site URLs : eVisual 3.22**

INTERACTIVE WHITEBOARD TIP: Write specific examples of each type of Web site.

Identify Sources Day 2 Option 1

Introduce

Explain that students determine which selections in Unit 3 would be good to use for researching facts.

Review the purpose and publication date criteria for evaluating sources of information. Begin with "Extreme Earth": *I know that this nonfiction article is a reliable source because its purpose is to inform, and it is in a book that was published in 2011.*

Repeat the model, using "Tortillas Like Africa," pointing out that the purpose of the poem is to entertain, not to inform, so it would not be a good source for research.

Practice

Have partners choose two selections from the **Anthology** and evaluate the reliability of each according to the author, purpose, and publication criteria. Then have each student write a sentence or two to explain which selections are good sources for research and why.

Identify Sources Day 2 Option 2

PROGRAM RESOURCES

Small Group Reading Books for Unit 3

Introduce

Have students take out small group books they have read or are reading. Invite a volunteer to evaluate a book as a source for research by applying the author, purpose, and publication date criteria.

Practice

Have each student apply the author, purpose, and publication date criteria to five books. Then have each student write a sentence or two to explain which books are good sources for research and why.

Evaluate Sources

SUGGESTED PACING

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

Validate Sources Day 3 Option 1

Introduce

Point out the facts about Mount Everest and other mountains shown in the graph on page 183. Review the concept of validating a source by comparing its information to that found in other reliable sources. Explain: *To validate the height of Mount Everest, you can find another reliable source online that contains the same information.*

Prompt

Have each small group select a fact from the graph on page 183 to validate online. Then have each member of each group find a reliable online source that contains the same information and share it with the group. Then have each student write a sentence that tells which reliable sources they found and why they consider them reliable.

Validate Sources Day 3 Option 2

PROGRAM RESOURCES

NGReach.com

NGReach.com **Student Resources**

Introduce

Point out the many facts about the Amazon River on pages 190–191. Remind students that they can validate a source by comparing its information with facts found in other reliable sources. Explain: *I read that pink dolphins live in the Amazon River. To validate this fact, I can find another reliable source online that contains the same information, such as an NGKids Web page.* Model viewing the video to validate the fact.

Prompt

Have each small group identify several facts in the diagram and notes about the fennec fox on page 187. Then have each group follow the NGKids link through the student home page to find the "Fennec Foxes" Creature Feature and locate validation for at least one of the facts.

Have students write sentences that identify sources and explain how the students know the sources are reliable.

Find Reliable Sources Day 4

MATERIALS

geography textbooks, encyclopedias, and other resource materials from a school or community library

Introduce

Explain that students will locate and evaluate sources of information about the Grand Canyon. Review the four criteria for a reliable source. Provide sources such as the **Anthology**, other print materials, and digital media.

Practice

Have partners create charts about three sources they find.

Source	Reliable/Unreliable	Why

Then have partners compare their findings with those of another pair of students.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.20–A3.22
Qualities of Reliable Sources: eVisual 3.27

Review the Skill

Display **eVisual 3.27** and have partners add why each source is reliable.

Quality	Why the Source is Reliable
Expert Author or Web Site	Experts give more accurate information.
Author's Purpose Is to Inform	The author won't add opinions or false statements.
Recently Published or Updated	Recent information is usually more accurate.
Multiple Sources	Information is more trustworthy if more than one reliable source says the same thing.

NGReach.com **Reliable Sources: eVisual 3.27**

INTERACTIVE WHITEBOARD TIP: Write annos or have volunteers write correct answers.

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

Day 1 Listen and Comprehend

Report

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ Use Domain-Specific Words
- ☑ Determine Main Ideas and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3
Unit Concept Map: Practice Master PM3.1
Main Idea and Details: PM3.17

TECHNOLOGY ONLY

Sing with Me MP3
Digital Library: Key Word Images
My Vocabulary Notebook
Read Aloud: eVisual 3.20

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine the Main Idea of Text and Explain How the Main Idea is Supported by Details	CC.4.Rinf.2
Determine Meanings of Domain-Specific Words	CC.4.Rinf.4
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Purposes	CC.4.W.10
Speaking and Listening	
Paraphrase Text	CC.4.SL.2
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Ask: *Is there a place that you have visited that you remember well? Make a list of details you would use to describe that place to a friend.* Ask for volunteers to read their lists aloud. Ask for other volunteers to guess what places are described.

Academic Talk

1 Describe Places **Anthology** page 174

Read the instructions and play the **Sing with Me Language Song:** "My Travels." Explain: *Use specific words when you describe places so that your listeners and readers will understand what the place is like. One way to do this is to use words that relate to the senses.*

- Point to Big Ben in the illustration and model: *Big Ben is a clock in London, England. The clock is in a tall, thin tower made of cold, rough brick. Its bells loudly ring the hours.*
- Continue pointing to places in the illustration and helping students use details from the song to name and describe each place.

Create a six-column chart with these headings: Places, See, Hear, Smell, Touch, and Taste. Have students name interesting places that they know about and add them along the left column of the chart. Prompt students to provide sensory details about each place. Then have students use the information in the chart to describe one of the places to a partner.

Social Studies Vocabulary

2 Key Words ☑ **Anthology** page 175

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 175 to teach the Key Words.

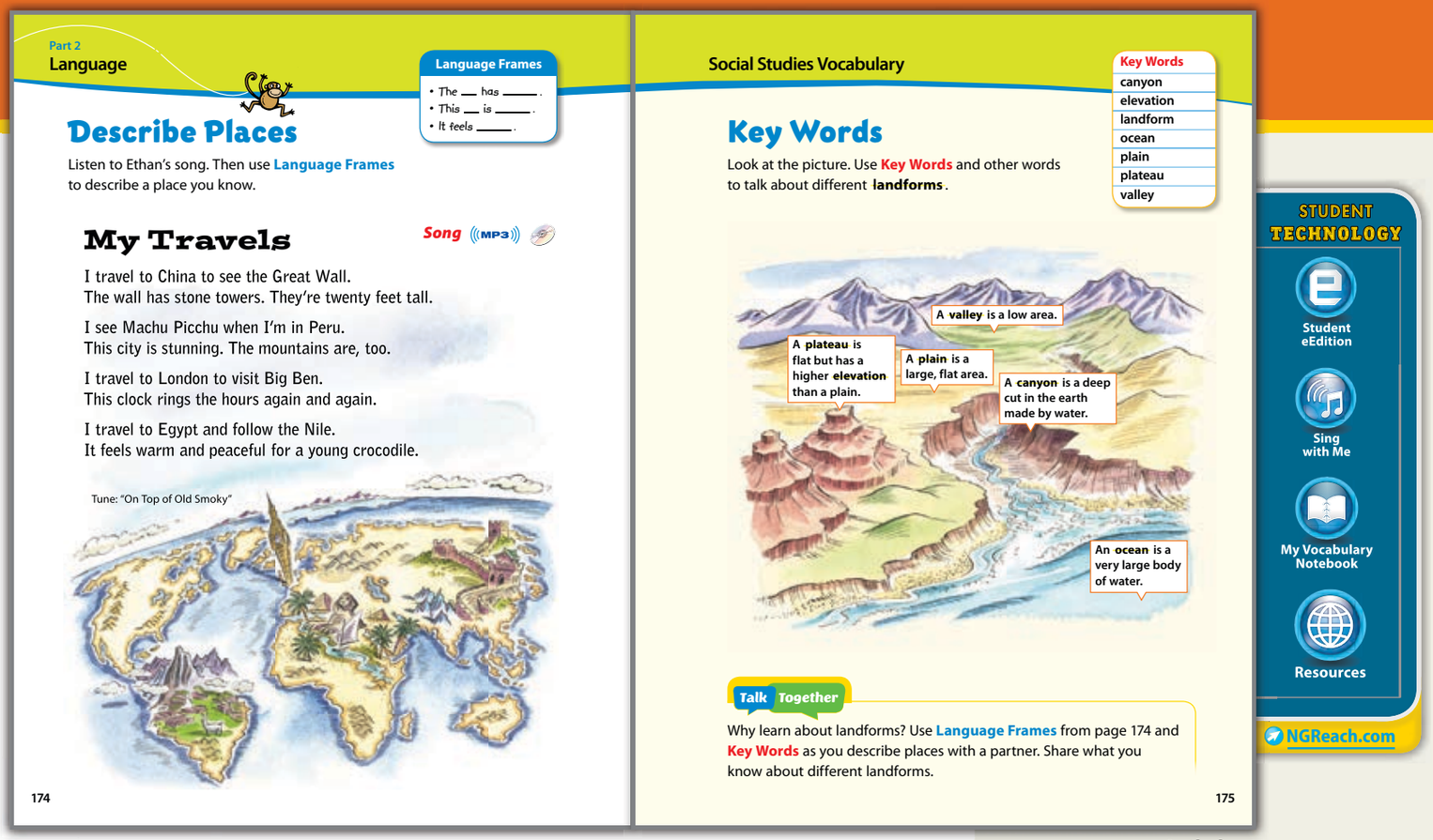
Key Words

canyon · elevation · landform · ocean · plain · plateau · valley

- ***Pronounce the word*** *and point to the image:* **plain**.
- ***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* **plain** *is a large, flat area of land.*
- ***Elaborate.*** *Relate words to knowledge and experience: If I were to walk across a* **plain**, *I would walk on very flat land for a very long time.*

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

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



Anthology
pages 174–175

Have partners take turns repeating the routine for each word using page 175. Have each student add the words to **My Vocabulary Notebook.**

See **Differentiate**

3 Talk Together **Anthology** page 175

Ask students to describe a landform that they have seen in person, in a photo, or on TV. Provide an example, such as: *One summer, I drove to the **ocean** and passed many **landforms** along the way. I saw a **canyon** with steep walls made of colorful layers of gray rock and red dirt. I drove through a wide **valley** with sloping hills covered with tall pine trees.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ☑

As students describe landforms, listen for correct usage of the Key Words.

If students use words incorrectly, provide sentence frames for students to complete orally:

- *A large, flat area of land is a _____.* (**plain**)
- *A deep cut in Earth made by water is a _____.* (**canyon**)
- *A low area of land is a _____.* (**valley**)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T173w–T173x)
- ✓ Power Writing (T174, T176a, T180, T190, T195a)
- ✓ Writing (T176, T178–T179, T188–T189, T194–T195, T196)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3** for translations in seven languages. Use Spanish cognates for Spanish speakers:

canyon/cañón	*elevation/elevación*
ocean/océano	*valley/valle*

BL Below Level

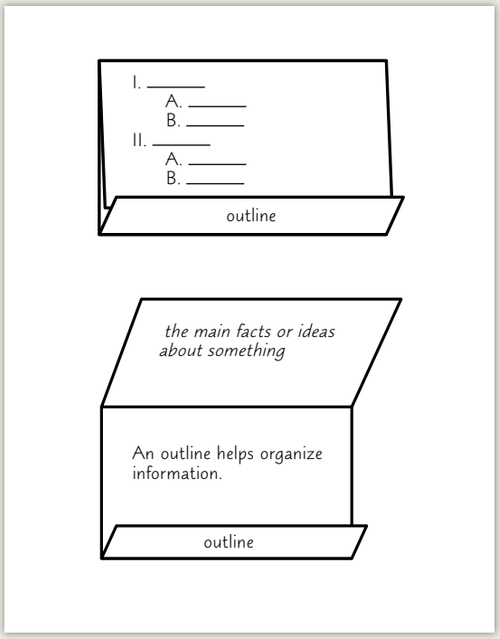
ISSUE Students cannot think of definitions.

STRATEGY Have students use the Picture Dictionary on **Anthology** pages 616–639 to see photographs of the landforms. Ask students to read the sample sentences. Then have them complete step three of the routine.

Listen and Comprehend

Report

Fold-Up Tab



Fluency

Model Intonation Explain: *Intonation is the rise and fall of your voice as you speak or read. Sometimes your voice is softer and sometimes it's louder. You can signal important ideas with the rise and fall of your voice so listeners can better understand what you are reading.* Model correct intonation to convey meaning with sentences from "Ethan's Travels." Have students practice intonation by reading aloud the text of "My Travels" on **Anthology** page 174.

Comprehension

4 Main Idea and Details ☑ Anthology page 176

Read the first paragraph on page 176. Use a Fold-Up Tab to teach ***outline***. Then display **eVisual 3.20** and read aloud the first two paragraphs. Explain: *The first paragraph introduces the topic of "Ethan's Travels." Each paragraph that follows has a main idea that develops this topic and is supported with details about the places Ethan visited.* Then read the remaining paragraphs.

Read Aloud

Report

Ethan's Travels

Ethan's family loves to travel. As a result, Ethan has learned surprising facts about amazing lands and **oceans**.

In China, he saw the Great Wall, a structure that runs more than 4,000 miles! This wall has towers, too, some of which are 20 feet high.

Next, in Peru, Ethan visited the ruins of an ancient city. Built at an **elevation** of 7,000 feet in the Andes Mountains, Machu Picchu is a powerful sight. The crumbling stone terraces and the buildings made from blocks of stone draw visitors from around the world.

Ethan's third stop was London, England, where he saw a clock. You might ask, "What's so amazing about that?" Well, this clock, called Big Ben, is 314 feet high! The bell that chimes the hours weighs 13 tons.

The most amazing sight of all awaited Ethan in Egypt. There he saw the Great Pyramid, a 4,000-year-old structure made of more than two million blocks. The base alone covers half a million square feet!

As Ethan reflects on his travels, he smiles to think that a pyramid, a clock, stone blocks, and a wall have proved to be so amazing.

NGReach.com **eVisual 3.20**

INTERACTIVE WHITEBOARD TIP: Have students underline the main ideas and circle the details.

5 Map and Talk ☑ Anthology page 176

Model the process of creating an outline for Roman numerals I and II. Then help students write an outline of the rest of the Read Aloud.

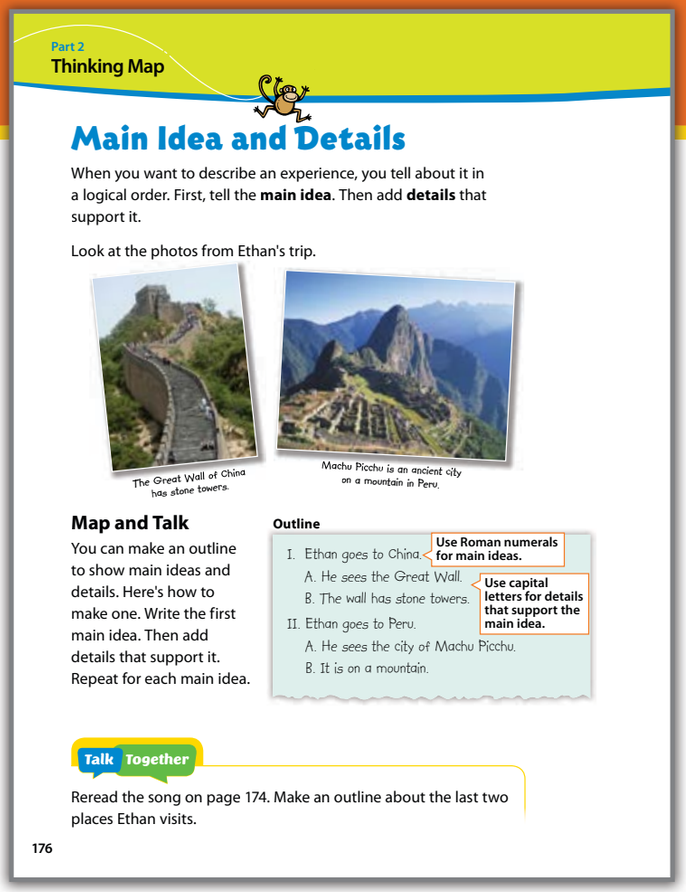
6 Talk Together ☑ Anthology page 176

Have students use **Practice Master PM3.17** to make an outline about trips they have taken.

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details ☑

Ask: *What are the main ideas of paragraphs four and five?* (Ethan visits London; he visits Egypt.) Ask students to describe two supporting details about each these main ideas. If students have difficulty distinguishing main idea and details, point out the title of the Read Aloud and help them identify the places Ethan traveled.



Part 2
Thinking Map

Main Idea and Details

When you want to describe an experience, you tell about it in a logical order. First, tell the **main idea**. Then add **details** that support it.

Look at the photos from Ethan's trip.

The Great Wall of China has stone towers.

Machu Picchu is an ancient city on a mountain in Peru.

Map and Talk

You can make an outline to show main ideas and details. Here's how to make one. Write the first main idea. Then add details that support it. Repeat for each main idea.

Outline

I. Ethan goes to China. — Use Roman numerals for main ideas.
A. He sees the Great Wall.
B. The wall has stone towers. — Use capital letters for details that support the main idea.
II. Ethan goes to Peru.
A. He sees the city of Machu Picchu.
B. It is on a mountain.

Talk Together

Reread the song on page 174. Make an outline about the last two places Ethan visits.

176

Anthology page 176

Daily Language Arts

Daily Spelling and Word Work ☑
Spelling Pretest page T173s

Daily Grammar ☑
Point to the word *family* in the **Read Aloud**. Then use page T173u to teach collective nouns.

Daily Writing Skills ☑
Display the **Read Aloud** and ask the students if this report is a good source for facts. Then use page T173w to teach about evaluating information.

Writing

7 Write About Main Ideas and Details

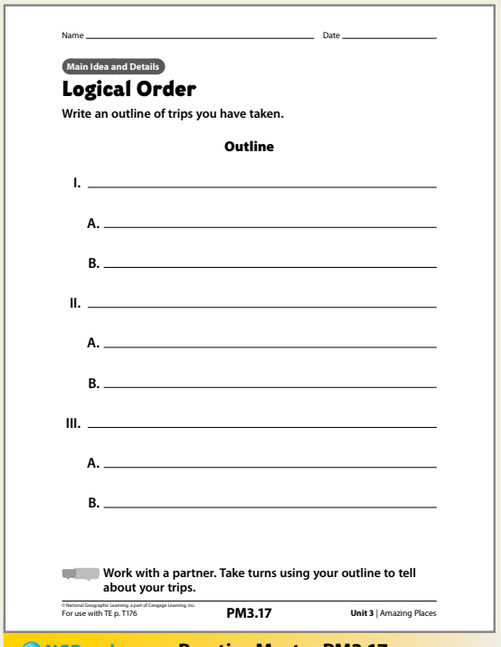
Introduce: *Now you will use your **outline** to write a paragraph using one main idea and its supporting details.* Model with the second paragraph of "Ethan's Travels."

Think Aloud	Write
First, I write a main idea sentence.	Ethan goes to China.
Then I write the details that support the main idea.	While he is in China, Ethan visits the Great Wall. It is 4,000 miles long and has towers.

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

Have students use the outline they prepared in **Talk Together** to write their paragraphs. Have partners share their paragraphs and explain how their details support a main idea. Have students add their work to Weekly Writing folders.

WRAP-UP Ask students to choose one landform that they would like to visit. Have them write two sentences that tell details about activities they could do there. Have them add their landform ideas to their unit concept maps.



Name _____ Date _____

Main Idea and Details

Logical Order

Write an outline of trips you have taken.

Outline

I. _____
A. _____
B. _____
II. _____
A. _____
B. _____
III. _____
A. _____
B. _____

Work with a partner. Take turns using your outline to tell about your trips.

© Houghton Mifflin Harcourt Publishing Company or its affiliates. All rights reserved.
For use with TE p. T176

PM3.17

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.17**

Day 2 Read and Comprehend

Personal Narrative

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Use Academic Words**
- ☑ **Visualize to Comprehend Text**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3

Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Digital Library: Key Word Images

Digital Library Images E29, E30, and E36

My Vocabulary Notebook

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine Meanings of Academic Words	CC.4.Rinf.4
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Speaking and Listening	
Discuss Texts, Building on Others' Ideas	CC.4.SL.1
Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
Language and Vocabulary	
Acquire and Use Academic Words	CC.4.L.6

WARM-UP

Play a cumulative sentence game to recall Ethan's report. Begin: *Ethan goes to China.* Ask for a volunteer to repeat the sentence and add a detail. (Possible response: Ethan goes to China and sees the Great Wall.) As the game progresses, students may include details from Ethan's travels to Peru, England, and Egypt.

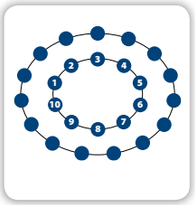
Academic Talk

1 Express Ideas

Explain that in a conversation you should listen to ideas of others and then build on, or add to, them. Display **Digital Library Image E36** of the natural towers. Have a volunteer tell about one feature of the landform. Then model building on the student's observation: *Yes the rocks are sharp. They are very tall, too, and would be difficult to climb.*

Explain: *Building on each other's ideas during a discussion adds more information and helps us better understand a topic, such as the **landform**.*

Display **Digital Library Image E29**. Have students build on each others' ideas about the landform. Use a **Fishbowl**.



Fishbowl

- Have part of the group sit in a close circle, facing inward; the other part of the group sits in a larger circle around them.
- Have a student in the inside circle name a feature of the landform. Others on the inside take turns building on the observation. Those outside listen for and write ideas.
- Have groups reverse positions and continue, using **Digital Library Image E30**.

*For **Fishbowl,** see page BP45.*

Academic Vocabulary

2 More Key Words ☑ Anthology page 177

Explain and model using **Vocabulary Routine 1** and images in the **Student eEdition** to teach Key Words.

Key Words

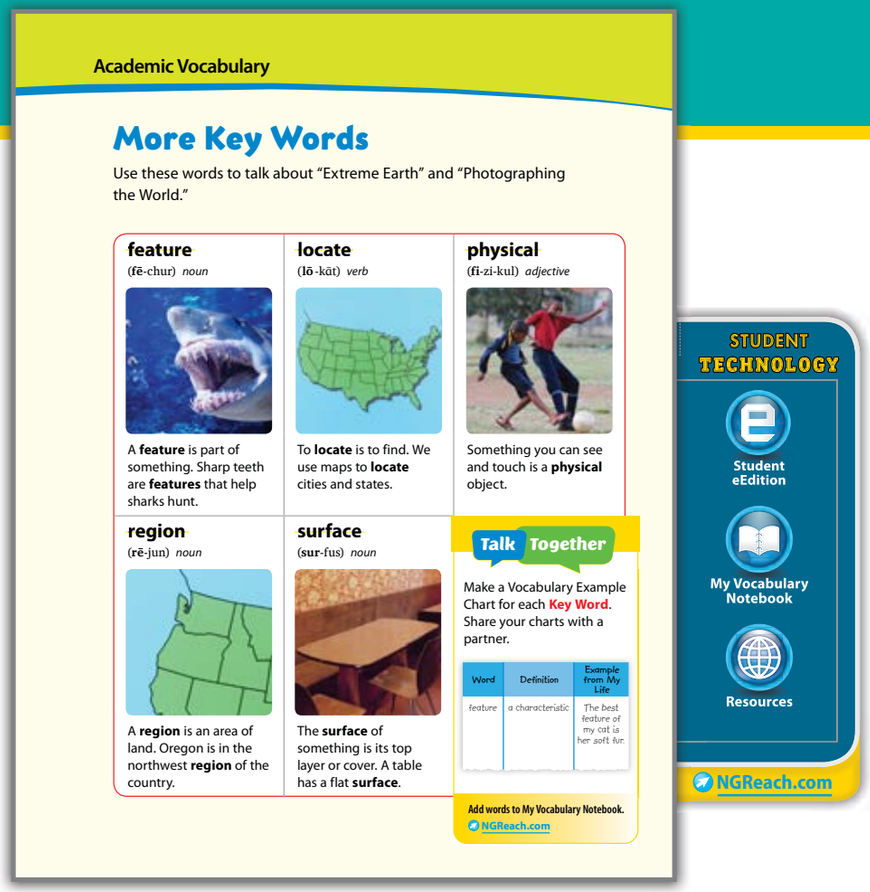
feature · locate · physical

region · surface

- ***Pronounce the word**; point to the image: **feature**.*
- ***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 **feature** is a characteristic, or a part, of something.*
- ***Elaborate.** Relate the word to your knowledge and experience: The windows in my house are the best **feature** because they let in lots of light.*

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

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



Anthology page 177

Have partners use page 177 to take turns repeating the routine for each word. Have each student add the words to **My Vocabulary Notebook.**

See **Differentiate**

3 Talk Together **Anthology** page 177

After students complete their Vocabulary Example Charts, have them share examples with a partner. Encourage partners to build on the ideas. Model: *My partner wrote that the best **feature** of our school is the soccer field. That field is huge. We can play several games at once there.*

Check & Reteach

OBJECTIVE: Use Academic Words ☑

As students share examples from their charts, listen for correct usage of the Key Words. If students use words incorrectly, have them review the Key Word images. Then ask questions like these as they look at the page:

- *Name one of the shark's **features**.* (Possible responses: teeth, eyes, large mouth)
- *Can you **locate** our state on the U.S. map?*
- *What is on the **surface** of your desk?* (Possible response: a book)

Best Practices

Encourage Participation To involve shy or non-participatory students when practicing vocabulary words, have them develop and discuss ideas in pairs before sharing with the class.

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3**. Use cognates for Spanish speakers:

locate/localizar *physical/físico*
region/región

AL Above Level

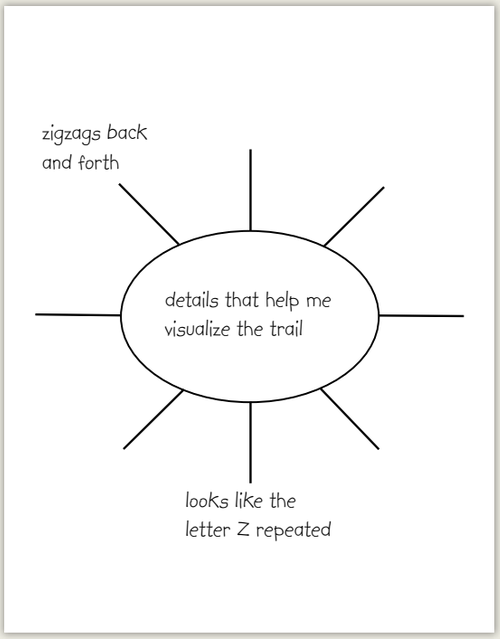
ISSUE Students do not see how the vocabulary is useful in other contexts.

STRATEGY Have students use dictionaries to look up the Key Words. Have them generate sentences using the words in different ways and then add the multiple definitions to their **My Vocabulary Notebook** entries.

Read and Comprehend

Personal Narrative

Detail Web



Fluency

Practice Intonation As partners read aloud Ethan's personal narrative on **Anthology** page 179, circulate and listen for correct intonation.

Comprehension

4 Learn to Visualize ☑ Anthology pages 178–179

Project **Student eEdition** page 178 and read aloud the instructions. Point to details in the image as you model how to visualize.

- *I see the huge, colorful **canyon** walls.*
- *I picture myself looking at the Grand **Canyon**.*
- *I picture a deep **canyon** with tall sides.*
- *Now I understand how small Ethan must feel in this place.*

5 Talk Together ☑ Anthology page 179

Read aloud the instructions on page 179. Have partners read aloud the first three paragraphs of the personal narrative and the sample visualizing exercise. Use a Detail Web to help them identify details they use to visualize the canyon trail. (zigzags back and forth; looks like the letter Z) Ask: *How does visualizing help you understand the **physical features** of the **canyon** trail?* (Possible response: I can imagine how deep the **canyon** is, how steep its sides are, and how long the trail is.)

Have partners read the rest of the personal narrative and pause to describe what they visualize. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Visualize to Comprehend Text ☑

Ask: *Which details in paragraph four help you visualize the trail?* (hard dirt, pounded flat, dust, hot, dry)

Have students close their eyes and imagine walking on the trail as you read the paragraph one sentence at a time. After each sentence, ask questions such as: *What do you see in your mind? What do you feel? What do you hear? Can you taste anything? What do you smell?*

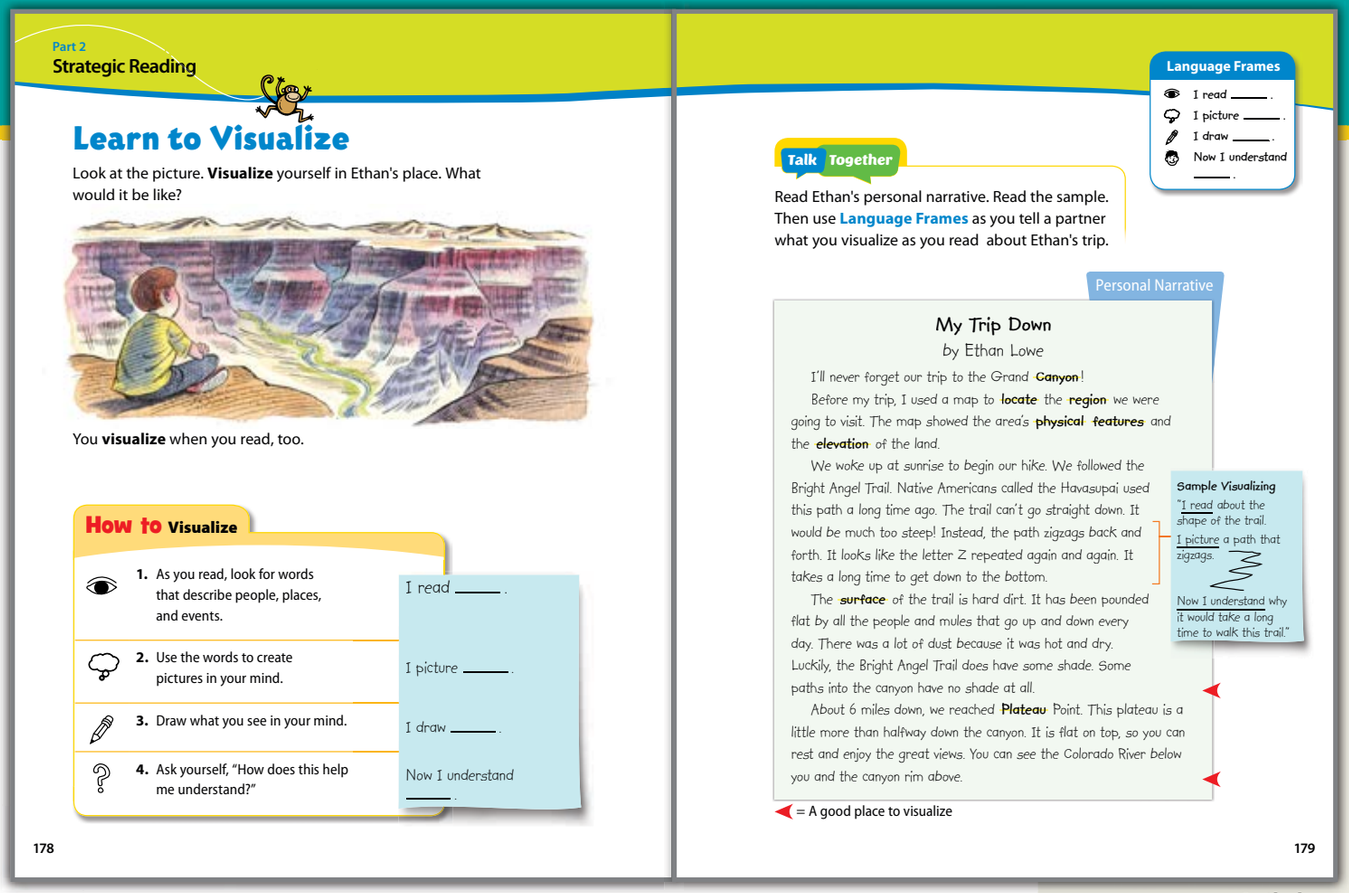
Writing

6 Write About Visualizing

Introduce: *We are going to write paragraphs about what we visualized as we read about Ethan's experiences at the Grand **Canyon**.* Model the process.

Think Aloud	Write
*First, I make pictures in my mind about Ethan's hike to the bottom of the Grand **Canyon**.*	As I read Ethan's personal narrative, I make pictures in my mind of Ethan's hike to the bottom of the Grand **Canyon**.
*Then I give examples from the personal narrative. I'm going to write about **Plateau** Point.*	Ethan says he walked halfway down the **canyon** to reach **Plateau** Point. I picture a large, flat **landform**. I imagine standing on the **plateau** and looking down to the river up to the **canyon** rim.

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



Part 2
Strategic Reading

Learn to Visualize

Look at the picture. **Visualize** yourself in Ethan's place. What would it be like?

You **visualize** when you read, too.

How to Visualize

1. As you read, look for words that describe people, places, and events.
2. Use the words to create pictures in your mind.
3. Draw what you see in your mind.
4. Ask yourself, "How does this help me understand?"

I read _____.
I picture _____.
I draw _____.
Now I understand _____.

178

Language Frames
I read _____.
I picture _____.
I draw _____.
Now I understand _____.

Talk Together
Read Ethan's personal narrative. Read the sample. Then use **Language Frames** as you tell a partner what you visualize as you read about Ethan's trip.

Personal Narrative

My Trip Down
by Ethan Lowe

I'll never forget our trip to the Grand **Canyon**!

Before my trip, I used a map to **locate** the **region** we were going to visit. The map showed the area's **physical features** and the **elevation** of the land.

We woke up at sunrise to begin our hike. We followed the Bright Angel Trail. Native Americans called the Havasupai used this path a long time ago. The trail can't go straight down. It would be much too steep! Instead, the path zigzags back and forth. It looks like the letter Z repeated again and again. It takes a long time to get down to the bottom.

The **surface** of the trail is hard dirt. It has been pounded flat by all the people and mules that go up and down every day. There was a lot of dust because it was hot and dry. Luckily, the Bright Angel Trail does have some shade. Some paths into the canyon have no shade at all.

About 6 miles down, we reached **Plateau** Point. This plateau is a little more than halfway down the canyon. It is flat on top, so you can rest and enjoy the great views. You can see the Colorado River below you and the canyon rim above.

Sample Visualizing
"I read about the shape of the trail. I picture a path that zigzags. Now I understand why it would take a long time to walk this trail."

= A good place to visualize

179

Anthology
pages 178–179

Have partners work together to identify details in Ethan's personal narrative that they visualized to understand the physical features of the Grand Canyon. Then have students write their paragraphs. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have pairs discuss two landforms they have read about. Then ask them to draw a picture of each and label it. Have students add their ideas to their unit concept maps.

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T173s

Daily Grammar ☑
Write the word *team*. Then use page T173u to practice using collective nouns.

Daily Writing Skills ☑
Point out the facts contained in the third paragraph of "My Trip Down" on **Anthology** page 179. Then use page T173w to practice how to evaluate sources.

Differentiate

BL Below Level

ISSUE Students have difficulty articulating images they form in their minds of details in the personal narrative.

STRATEGY Ask students to reread the third paragraph. Have them use the sample visualizing exercise as a model to tell what they see, smell, and feel as they read each of the following details: *hard dirt, pounded flat, dust,* and *hot and dry.*

Day 3 Read and Comprehend

Social Studies Article

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Determine Main Ideas and Supporting Details**
- ☑ **Visualize to Comprehend Text**

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 1 Tracks 17–18

Comprehension Coach

MATERIALS

timer • poster paper • markers

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine the Main Idea of Text and Explain How It is Supported by Details	CC.4.Rinf.2
Interpret Information Presented Visually and Quantitatively	CC.4.Rinf.7
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b
Writing	
Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Audiences	CC.4.W.10
Speaking and Listening	
Discuss Texts, Building on Others' Ideas	CC.4.SL.1
Review Key Ideas and Explain Ideas and Understanding	CC.4.SL.1.d
Paraphrase Visual and Quantitative Information	CC.4.SL.2
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Explain that today students will be reading a social studies article about landforms. Ask: *What sorts of **landforms** can you see in your community?*

Vocabulary Practice

1 Expand Word Knowledge ☑

Explain that students will work in pairs to practice Key Words by creating 4-Corner Posters. Use **Vocabulary Routine 2** to model how to make the organizer.

- On a piece of poster paper, draw a four-square box.
- Write a Key Word in the first square.
- Add the part of speech in the second corner.
- Add a definition in the third corner.
- Add a context sentence in the fourth corner.

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

Key Words

canyon · elevation
feature · landform
locate · ocean · outline
physical · plain · plateau
region · surface · valley

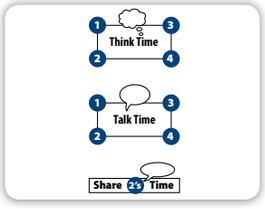
Assign a Key Word to each set of partners and have them complete their organizer. Then have them add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

2 Preview and Predict

REVIEW Remind students: *When you preview an article, you look at the pictures and section headings to predict what the article will be about.*

Display these Key Words: *landform, elevation, physical, plain,* and *region*. Have students use a **Numbered Heads Together** to share predictions about "Extreme Earth" and build on each other's ideas.



Numbered Heads Together

- Have students form groups of four and number off within each group.
- Have students preview independently.
- Then have students discuss their predictions within their group. Encourage students to use Key Words and to convey their ideas precisely.
- Call a number and have the student from each group with that number share his or her group's prediction.

*For **Numbered Heads Together**, see page BP46.*

Anthology
pages 180–181

Reading

3 Read a Social Studies Article

GENRE Have a volunteer read aloud the definition of a social studies article. Elaborate: *Social studies articles focus on how places and people are connected.*

TEXT FEATURES Ask a volunteer to read the information about text features on page 180. Point to the diagram and graph on the page and define: *A diagram is a picture with labels that explains something. A graph uses pictures, numbers, and other symbols to present information.*

SOCIAL STUDIES BACKGROUND Share information to build background: *When something is extreme, what is it like?* (Possible responses: the best, the most unusual) *Earth has extremes—the tallest mountains, the longest rivers. This article gives facts about some of those places.*

Have students read pages 180–189. See **Differentiate**

Differentiate

BL Below Level

TEXT TALK READ ALOUD Read aloud pages 180–189. Provide an explanation of each Key Word.

*For **Vocabulary Routine 5,** see page BP39.*

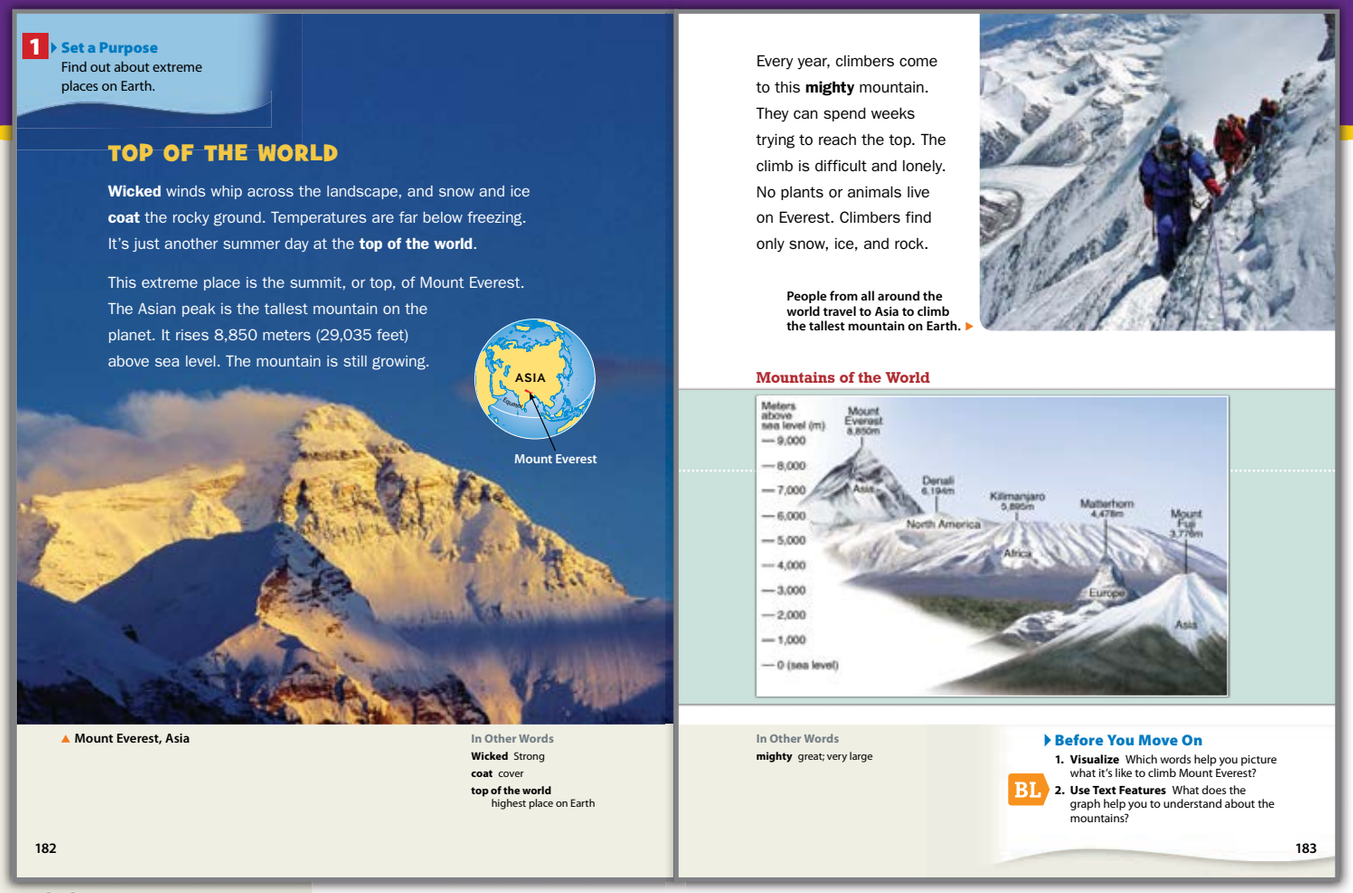
OL On Level

READ TOGETHER Have students read each section of the selection chorally and in pairs. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY Have students read each section silently and then discuss the main idea and details with a partner.

Day 3



1 **Set a Purpose**
Find out about extreme places on Earth.

TOP OF THE WORLD

Wicked winds whip across the landscape, and snow and ice **coat** the rocky ground. Temperatures are far below freezing. It's just another summer day at the **top of the world**.

This extreme place is the summit, or top, of Mount Everest. The Asian peak is the tallest mountain on the planet. It rises 8,850 meters (29,035 feet) above sea level. The mountain is still growing.

▲ Mount Everest, Asia

In Other Words
Wicked Strong
coat cover
top of the world highest place on Earth

182

Every year, climbers come to this **mighty** mountain. They can spend weeks trying to reach the top. The climb is difficult and lonely. No plants or animals live on Everest. Climbers find only snow, ice, and rock.

People from all around the world travel to Asia to climb the tallest mountain on Earth. ▶

Mountains of the World

In Other Words
mighty great; very large

Before You Move On

BL
1. **Visualize** Which words help you picture what it's like to climb Mount Everest?
2. **Use Text Features** What does the graph help you to understand about the mountains?

183

Anthology
pages 182–183

Fluency

Practice Intonation, Accuracy and Rate Model the fluency skills by reading the paragraph on **Student eEdition** page 185. Pay particular attention to accurate intonation when reading language in parentheses, in bold type, and preceding the exclamation point. Monitor successive readings to ensure that students are reading with correct intonation, accuracy, and rate.

Answers Before You Move On

1. **Visualize** ☑ In the first paragraph on page 182, the words *wicked winds, snow and ice, rocky ground,* and *far below freezing* help readers visualize a cold, windy, snow-covered mountain that would be difficult to climb. In the paragraph on page 183, the words *difficult, lonely, no plants or animals, only snow, ice and rock* reinforce this impression.
2. **Use Text Features** The graph shows how tall different mountains are and how they compare in height to other mountains.

Mini Lesson

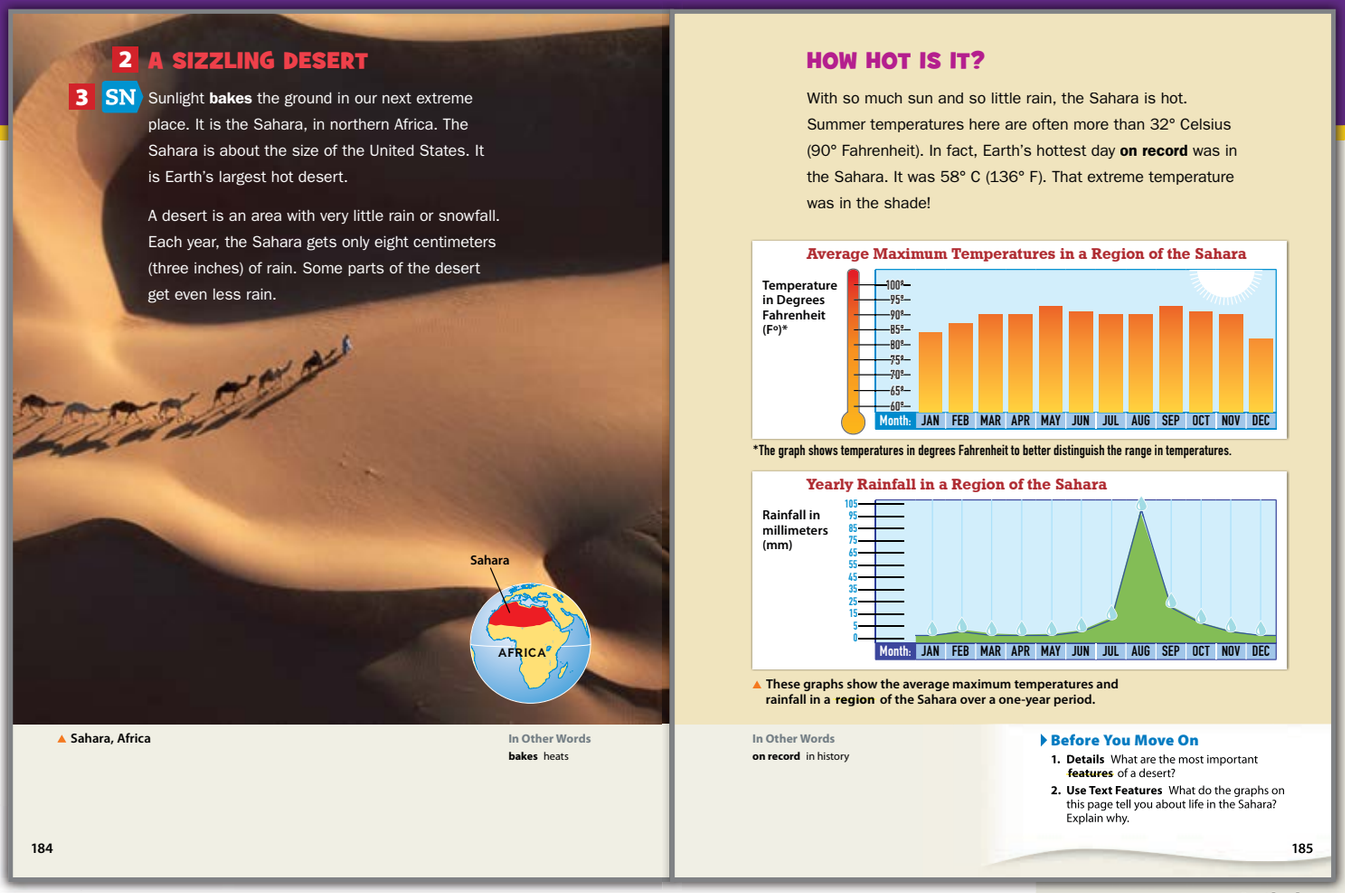
Interpret Text Features

Have students look at the graph on page 183. Point to the title and ask: *What does this graph show?* (mountains of the world) *Always read the title and labels on a graph first to make sure you understand what information it includes.*

Model how to interpret the graph: *This graph compares the heights of some mountains in the world. The labels at the left of the graph show height in meters above sea level. Pictures of each mountain are organized from tallest to lowest. The label next to Mount Everest tells me that Mount Everest is 8,850 meters high. How tall is the next tallest mountain, Denali?* (6,194 meters) Repeat with the remaining data.

Then have partners look at the graph at the top of page 185. Ask: *What does this graph show?* (average maximum temperatures in a region of the Sahara) Have them trace their fingers from the top of the bar in January to the temperature label to determine the average temperature in January (almost 85°). Then have them determine the temperatures for February, March, and April (about 87°, about 90°, about 90°).

Then have students look at the graph at the bottom of page 185. Ask: *Which month has the most rainfall in the Sahara? Explain how you can tell.* (August; the line indicating rainfall is highest in August.)



Anthology
pages 184–185

Read and Build Comprehension

1. **Set a Purpose** Have a student read aloud the purpose statement. Ask: *What can you think of that is extreme?* (Possible responses: challenging sports or hobbies, vocations that involve risk, specific natural environments)
2. **Determine Main Idea** ☑ *What is the main idea of the section titled "A Sizzling Desert"?* (The Sahara is Earth's largest hot desert.)
3. **Visualize** ☑ *How do the words* sizzling *and* bakes *help you visualize what the Sahara is like?* (Possible response: *Sizzling* reminds me of the sound of food frying. *Bakes* reminds me of a hot oven.)

Differentiate

BL Below Level

ISSUE Students have difficulty interpreting the graph on page 183.

STRATEGY Have students trace their left index finger up the "Meters above sea level" labels and trace their right index finger from the top of Mount Everest towards the meters labels until their fingers meet. Explain that the graph shows that Mount Everest is almost 9,000 meters high. Then have them compare the approximate heights of Mount Fuji and Mount Everest. (Mount Everest is about 5,000 meters taller than Mount Fuji.)

SN Special Needs

ISSUE Students cannot visualize the words *sizzling* and *bakes*.

STRATEGY Help students draw a connection to their lives. Have them act out how they cook foods at home. Ask them to describe the temperature of a grill, stovetop, or oven. Explain that most food *sizzles* on a stovetop or grill. An oven *bakes* food at a high temperature.

Best Practices

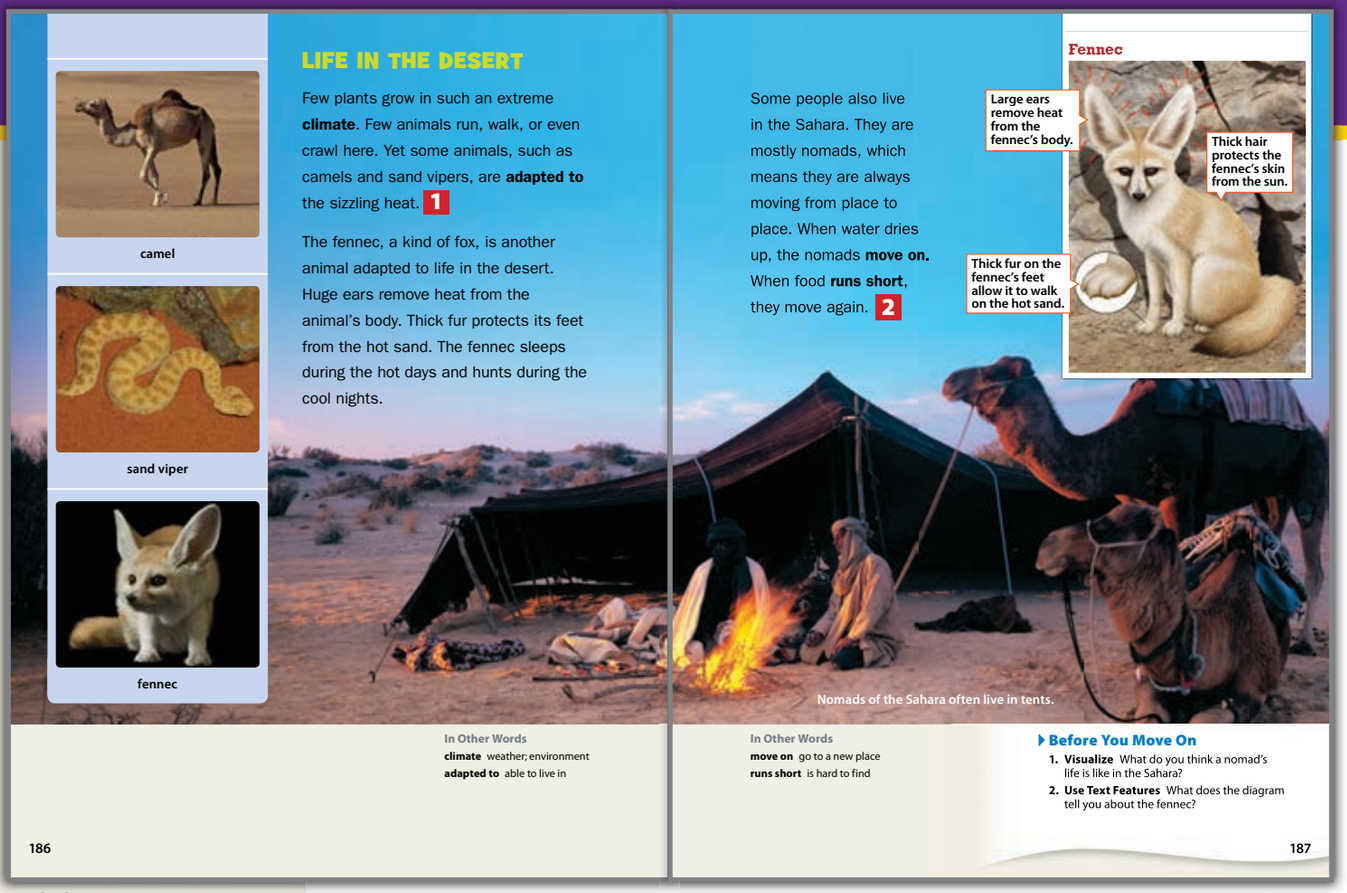
Model Academic Language As students answer the questions, prompt their use of content and academic vocabulary words:

- *Can you rephrase that and use Key Words?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to tell what you visualize?*

Answers Before You Move On

1. **Details** ☑ Important **features** of a desert include a dry climate with very little rainfall. Deserts may be covered with sand, and very little grows there.
2. **Use Text Features** The graphs show that life in the Sahara would be very difficult. It is hot all year there, and the desert gets very little rain. Students should infer that there is not much water available, so few plants can grow there.

Day 3



Anthology
pages 186–187

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T173t

Daily Grammar ☑
Write the sentence *The team plays the game* on the board. Point out that *team* refers to more than one person, but the word is treated like a singular noun. Then use page T173v to practice editing and proofreading of subject-verb agreement with collective nouns.

Daily Writing Skills ☑
Point out the title information on **Anthology** page 185. Then use page T173x to practice evaluating sources of information.

Read and Build Comprehension

1 **Visualize** ☑ *What detail in paragraph one helps you visualize how large the reef is?* (It is bigger than the state of New Mexico.)

2 **Determine Main Idea** ☑ Ask: *What is the main idea of this section?* (Some animals and people have adapted to the Sahara's extreme environment.)

3 **Use Text Features** *What does the diagram of the coral polyp suggest about how a polyp takes chemicals from the sea?* (It uses its tentacles and its mouth.)

Check & Reteach

OBJECTIVE: Determine Main ideas and Supporting Details ☑

After students answer all questions about main ideas and details, ask: *What main ideas about extreme places have we learned so far?*

Write this sentence frame, and have students fill in the blanks to review the three main ideas: _____ *is the* _____*-est* _____ *on Earth.* (Mount Everest is the highest mountain. The Sahara is the largest hot desert. The Great Barrier Reef is the largest reef.) Then have students list details about each extreme place.

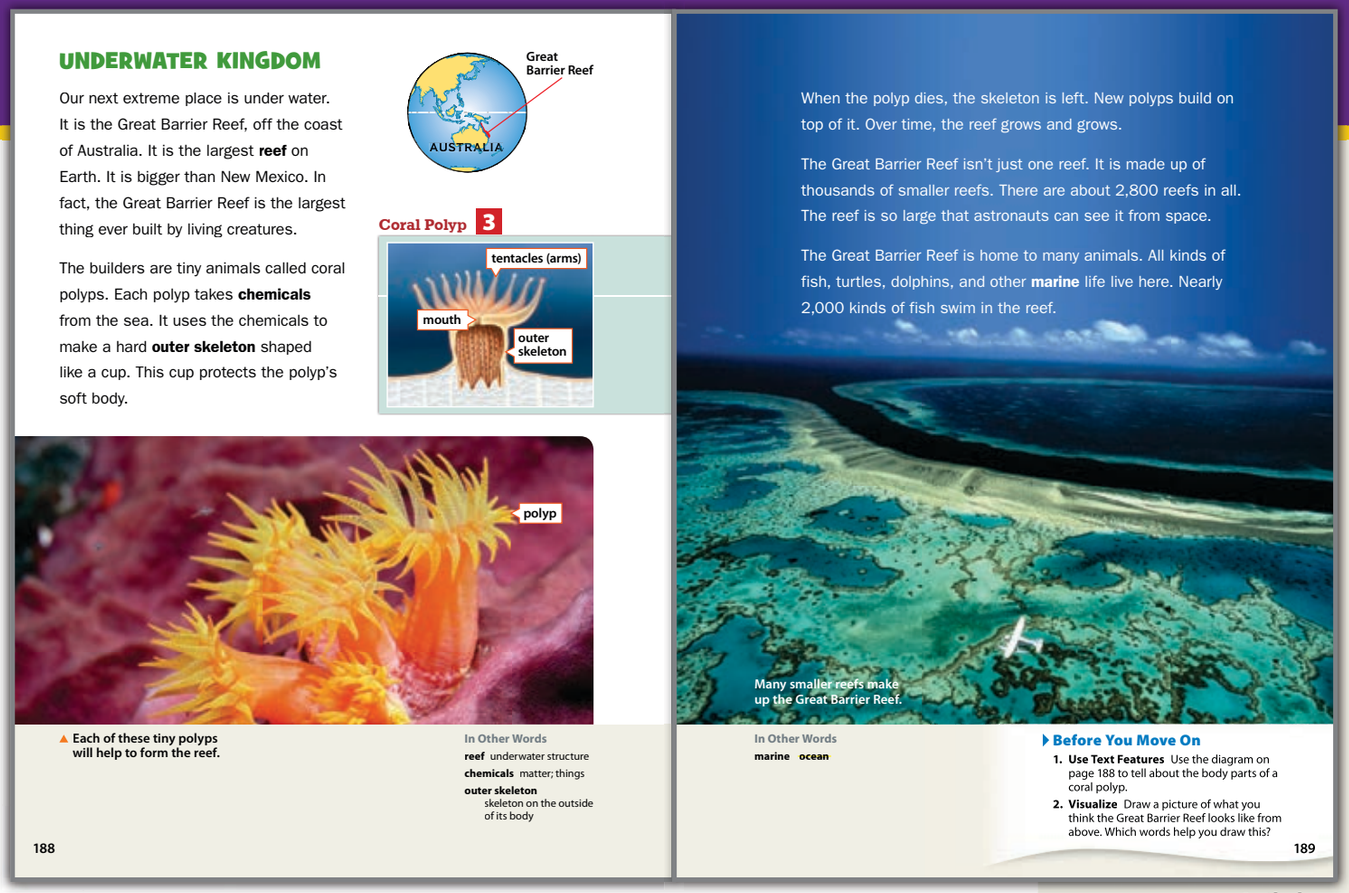
OBJECTIVE: Visualize to Comprehend Text ☑

As students answer questions about visualizing, make sure that they include descriptive words. Use the following sentence frames to prompt sensory details:

- I see _____.
- I picture myself _____.
- It looks like _____.
- Now, I understand _____.

Answers Before You Move On

1. **Visualize** ☑ Possible response: The life of nomads in the Sahara is difficult because they have to be ready to move on when their food or water runs out. They must know how to keep themselves and their animals safe and healthy under extreme conditions.
2. **Use Text Features** The diagram shows how the fennec's large ears, thick hair, and furry paws help the animal survive in a hot desert environment.



UNDERWATER KINGDOM

Our next extreme place is under water. It is the Great Barrier Reef, off the coast of Australia. It is the largest **reef** on Earth. It is bigger than New Mexico. In fact, the Great Barrier Reef is the largest thing ever built by living creatures.

The builders are tiny animals called coral polyps. Each polyp takes **chemicals** from the sea. It uses the chemicals to make a hard **outer skeleton** shaped like a cup. This cup protects the polyp's soft body.

Coral Polyp 3

▲ Each of these tiny polyps will help to form the reef.

In Other Words
reef underwater structure
chemicals matter; things
outer skeleton skeleton on the outside of its body

188

When the polyp dies, the skeleton is left. New polyps build on top of it. Over time, the reef grows and grows.

The Great Barrier Reef isn't just one reef. It is made up of thousands of smaller reefs. There are about 2,800 reefs in all. The reef is so large that astronauts can see it from space.

The Great Barrier Reef is home to many animals. All kinds of fish, turtles, dolphins, and other **marine** life live here. Nearly 2,000 kinds of fish swim in the reef.

Many smaller reefs make up the Great Barrier Reef.

In Other Words
marine **ocean**

Before You Move On

1. **Use Text Features** Use the diagram on page 188 to tell about the body parts of a coral polyp.
2. **Visualize** Draw a picture of what you think the Great Barrier Reef looks like from above. Which words help you draw this?

189

Anthology
pages 188–189

Writing

4 Write About Graphs and Diagrams

Review: *Text **features** include visual aids such as graphs and diagrams. They help you understand a text's main ideas and details.* Then give an example: *The diagram on page 187 showed me how the fennec's ears, fur, and paws have adapted to help the fennec survive in a very hot climate.*

Have students write a paragraph explaining how a specific diagram or graph in the selection helped them understand the text. Encourage them to use specific details from the diagram or graph. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students compare a landform in "Extreme Earth" to a landform they read about in their Small Group Reading books. Have students identify two similarities and two differences.

Differentiate

EL English Learners

ISSUE Students have difficulty composing sentences.

STRATEGY Provide sentence frames:

- I found the _____ on page _____ very helpful.
- It showed me _____.
- It helped me understand _____.
- One visual detail that helped me was _____.

AL Above Level

ISSUE Students are ready to synthesize more complex information.

STRATEGY Have students choose one of the graphs on page 185 and tell how it supports their understanding. Encourage them to give details that compare and synthesize the data.

Answers Before You Move On

1. **Use Text Features** A coral polyp has a mouth in the center of its body. Tentacles surround its mouth. It has a skeleton on the outside of its body.
2. **Visualize** ☑ Guide students to use the photo and the text to help them draw. The text says that the reef "is made up of thousands of smaller reefs."

Day 4 Read and Comprehend

Social Studies Article

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Determine Main Ideas and Supporting Details**
- ☑ **Visualize to Comprehend Text**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master 3.1

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 1 Track 19

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer • 4-Corner Posters from Day 3

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details, and Summarize	CC.4.Rinf.2
Determine Meanings of Domain-Specific Words	CC.4.Rinf.4
Interpret Information Presented Visually and Quantitatively	CC.4.Rinf.7
Read and Comprehend Informational Texts	CC.4.Rinf.10
Read with Purpose and Understanding	CC.4.Rfou.4.a
Writing	
Write Over Shorter Time for Specific Tasks	CC.4.W.10
Speaking and Listening	
Discuss Texts, Building on Others' Ideas	CC.4.SL.1
Language and Vocabulary	
Use Knowledge of Conventions	CC.4.L.3
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Have students think about one of the physical features they read about yesterday. Encourage them to write one sentence about the feature using descriptive words. Have pairs share their sentences.

Vocabulary Practice

1 Share Word Knowledge ☑

REVIEW Have students use the 4-Corner Posters they made on Day 3. Review what the posters show.

Key Words

canyon · elevation · feature · landform · locate · ocean · outline · physical · plain · plateau · region · surface · valley

Group each student with a partner who created a poster for a different Key Word. Use **Vocabulary Routine 3**.

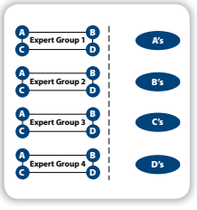
- Have partners read their posters to each other.
- Ask partners to create two new sentences using both Key Words.
- Have students add the new sentences to **My Vocabulary Notebook**.

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

Academic Talk

2 Summarize Reading

REVIEW Explain that students will use Key Words to summarize what they have read so far in "Extreme Earth." Ask: *When you summarize something, what do you do?* (You briefly explain the most important parts.)

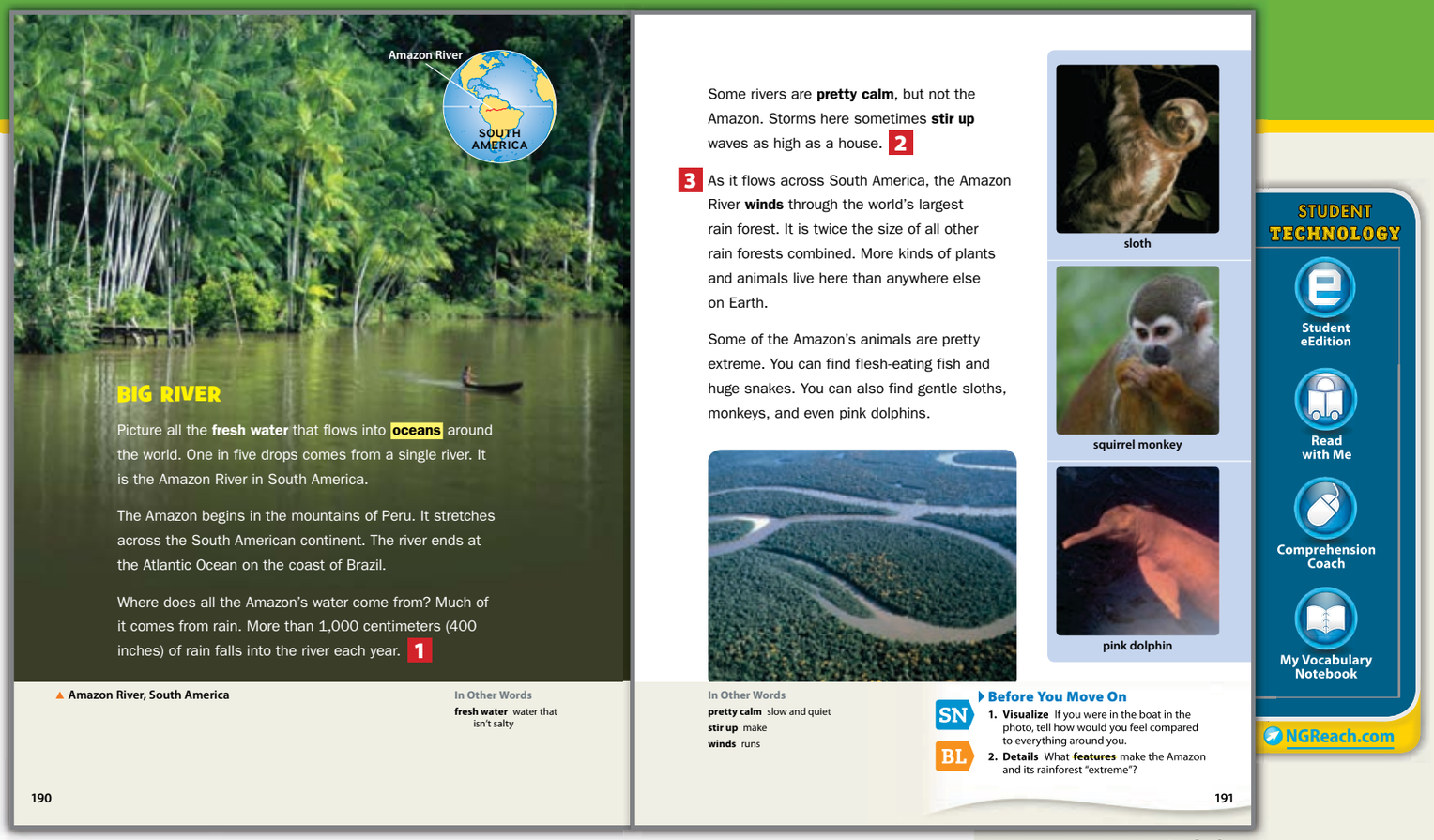


Jigsaw

Display these Key Words: *feature, locate, region, ocean, and physical*. Have students use a **Jigsaw** to summarize the reading and build on each other's ideas.

- Assign each section of the article up to page 189 to a different group.
- Have groups summarize the sections and use Key Words where appropriate.
- Regroup students so that each new group has at least one member representing each section of the reading.
- Have students report on their sections. Then ask students to explain how summarizing helped them understand the text.

*For **Jigsaw**, see page BP45.*



Anthology
pages 190–191

Reading

3 Read and Build Comprehension **Anthology** pages 190–191

1. **Cause and Effect** *What causes the Amazon to have so much water?* (rainfall)
2. **Visualize** ☑ *What detail on page 191 helps you visualize how high the waves on the Amazon can be?* (Storms here sometimes stir up waves as high as a house.)
3. **Understand Homographs** Point to the word *winds* (wīndz) on page 191. Ask a volunteer to pronounce it and then read the sentence. Repeat with the word *winds* (wĭndz) on page 182. Ask: *How are these words similar and different?* (same spelling, different pronunciation and meaning)

Fluency

Practice Intonation, Accuracy, and Rate Read aloud the last two paragraphs on page 191. Ask students to notice how the pitch of your voice changes, the accuracy of your reading, and the rate at which you read. Then have students reread the page to a partner focusing on their intonation, accuracy, and rate. Circulate and monitor students' fluency.

Differentiate

SN Special Needs

ISSUE Students have difficulty imagining themselves in the photo on page 190.

STRATEGY Ask questions to help students visualize: *Where is the man? What is all around him? How would you feel if you were in a small boat in a big river, with huge trees all around you?*

BL Below Level

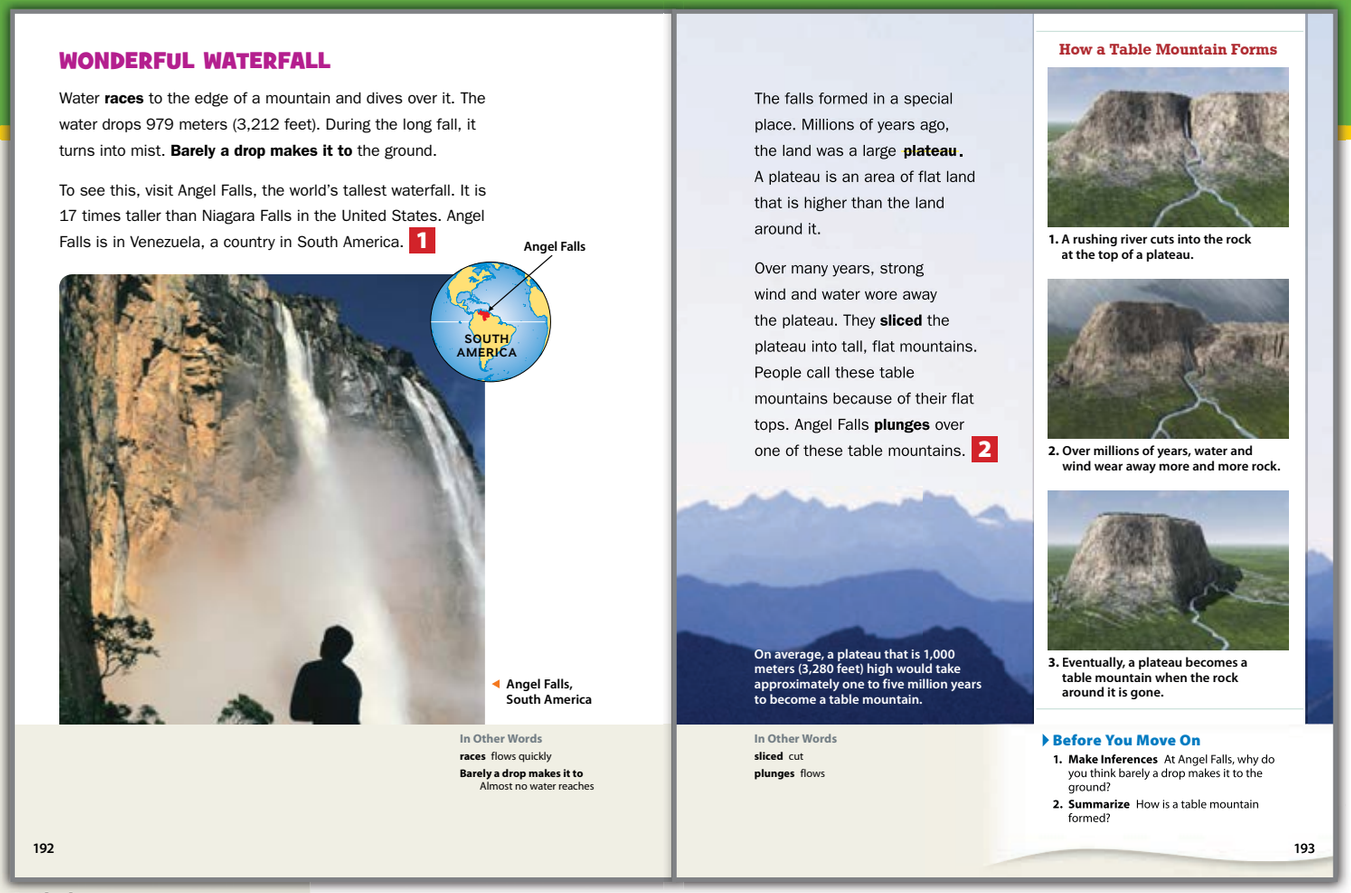
ISSUE Students have difficulty identifying "extreme" features of the Amazon.

STRATEGY Remind students that extreme places are unusual or out of the ordinary in some way. Explain: *To describe extreme* ***features****, writers often make comparisons. They might use numbers to show differences in measurement. Words ending in -er or -est and the words* more *and* most *can also signal comparisons.* Have students scan pages 190–191 for these kinds of details. ("one in five drops," "More than 1,000 centimeters," "largest rain forest," "twice the size," "more kinds of plants and animals")

Answers Before You Move On

1. **Visualize** ☑ Possible response: I would feel very small compared to the big river and the huge trees all around me.
2. **Details** ☑ Extreme **features** of the Amazon and its rain forest include the following: One in five drops of **ocean** water comes from the Amazon. The **region** gets more than 1,000 centimeters of rain a year and is home to the world's largest rain forest. More plants and animals live here than anywhere else on Earth. It has extreme animals, such as flesh-eating fish and pink dolphins.

Day 4



WONDERFUL WATERFALL

Water **races** to the edge of a mountain and dives over it. The water drops 979 meters (3,212 feet). During the long fall, it turns into mist. **Barely a drop makes it to** the ground.

To see this, visit Angel Falls, the world's tallest waterfall. It is 17 times taller than Niagara Falls in the United States. Angel Falls is in Venezuela, a country in South America. 1

Angel Falls, South America

In Other Words
races flows quickly
Barely a drop makes it to Almost no water reaches

The falls formed in a special place. Millions of years ago, the land was a large **plateau.** A plateau is an area of flat land that is higher than the land around it.

Over many years, strong wind and water wore away the plateau. They **sliced** the plateau into tall, flat mountains. People call these table mountains because of their flat tops. Angel Falls **plunges** over one of these table mountains. 2

On average, a plateau that is 1,000 meters (3,280 feet) high would take approximately one to five million years to become a table mountain.

In Other Words
sliced cut
plunges flows

How a Table Mountain Forms

1. A rushing river cuts into the rock at the top of a plateau.
2. Over millions of years, water and wind wear away more and more rock.
3. Eventually, a plateau becomes a table mountain when the rock around it is gone.

Before You Move On
1. **Make Inferences** At Angel Falls, why do you think barely a drop makes it to the ground?
2. **Summarize** How is a table mountain formed?

Anthology
pages 192–193

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T173t

Daily Grammar ☑
Point out the word *community* on **Anthology** page 195. Then use page T173v to practice subject-verb agreement with collective nouns.

Daily Writing Skills ☑
Have students look at "My Travels" on **Anthology** page 174 and the table mountain feature on **Anthology** page 193. Ask them which they think is a trustworthy source of information and why. Then use page T173x to practice evaluating source information.

Read and Build Comprehension **Anthology** pages 192–193

1. **Determine Main Idea and Details** ☑ *What is the main idea of this section?* (Angel Falls is the world's tallest waterfall.) *What details support the main idea?* (It is 979 meters high, 17 times taller than Niagara Falls.)
2. **Make Comparisons** *How is a* ***plateau*** *similar to a mountain?* (Both are areas higher than the ground around them.)
3. **Identify Details** ☑ *What is extreme about the Grand* ***Canyon****?* (The Grand **Canyon** is one of the largest **canyons** on the planet.)

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details ☑

Check for accurate responses to the comprehension questions about main ideas and details.

Have students complete this sentence frame for each main idea: _____ *is the* _____*-est* _____ *in the world*. Then ask: *What facts in the article support this idea, or show that it is true?*

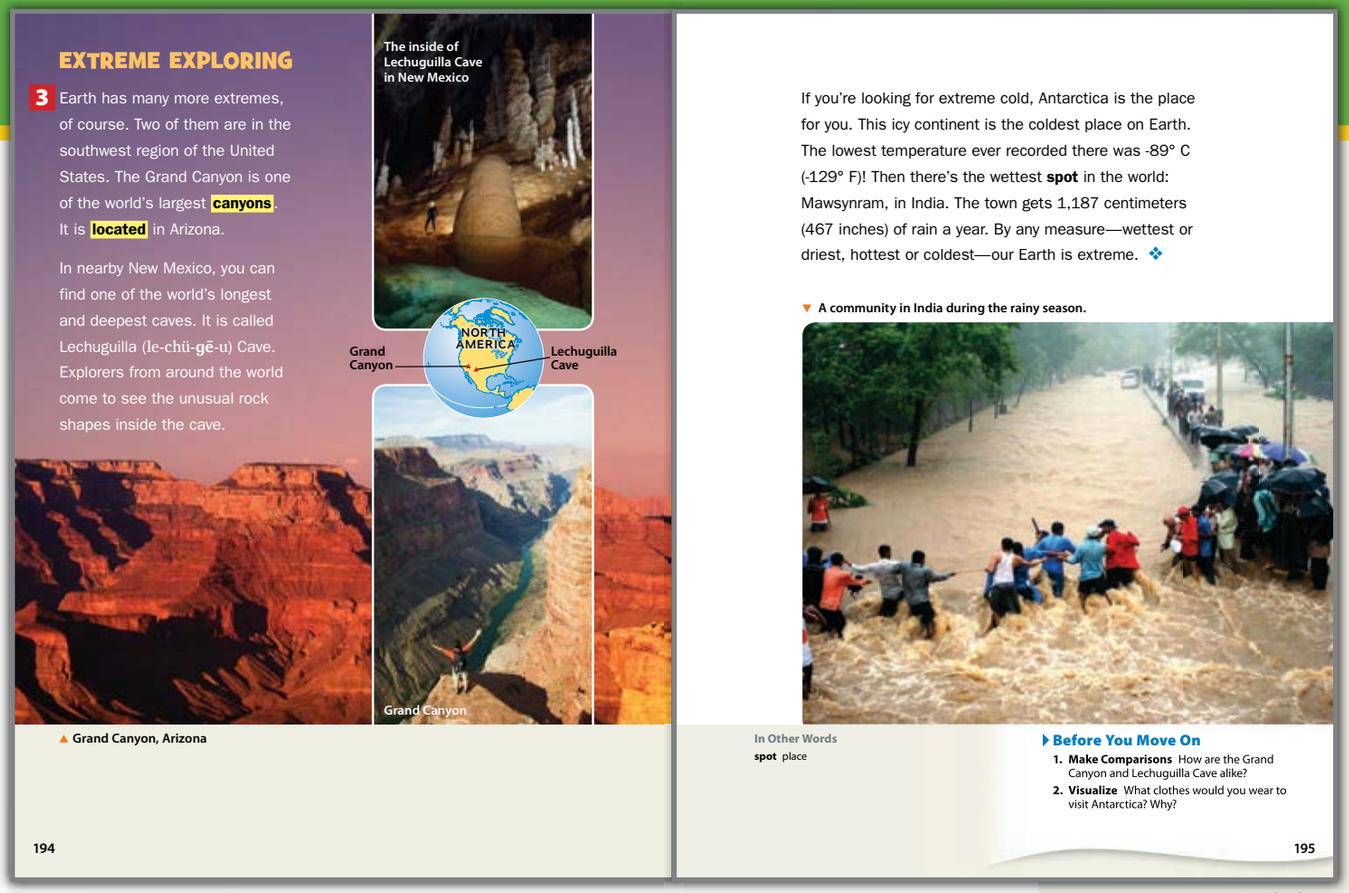
OBJECTIVE: Visualize to Comprehend Text ☑

Listen for descriptive words about the physical features of landforms in students' responses to the comprehension questions about visualizing.

Have students select one page from the selection and study its photos, diagrams, and/or graphs. Draw out details: *What would you see and hear in this place? How would you feel there? Why?*

Answers Before You Move On

1. **Make Inferences** A drop of water turns to mist as it falls from the top of Angel Falls. Because the water turns to mist, most of it evaporates.
2. **Summarize** Guide students to use the captions to help them summarize the process.



Anthology
pages 194–195

Writing

4 Write a Description

Review: *The author of "Extreme Earth" used details to support her main ideas. These details help readers visualize what it would be like to visit the places she describes in person.*

Explain that students will write a paragraph about an extreme place in the selection. Have them include the specific details that they visualized when reading about the place.

Have students add their completed paragraphs to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Ask: *What amazing places did you read about today? How did the author help you visualize specific* ***landforms****?* Have students add ideas to their unit concept maps.

Differentiate

BL Below Level

ISSUE Students have difficulty describing an extreme place.

STRATEGY Have partners choose one photograph and brainstorm a list of sensory details that describe it. Then have them use the details to write their paragraphs independently.

AL Above Level

ISSUE Students are ready to describe a place in greater detail.

STRATEGY Encourage students to use an encyclopedia to research more information about one of the places in the article and then use that information to write a more detailed description.

Answers Before You Move On

1. **Make Comparisons** Both are in the southwest **region** of the United States, and both are deep.
2. **Visualize** ☑ Possible response: I would wear the warmest clothes I have because I picture how cold it is there.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Determine Main Ideas and Supporting Details**
- ☑ **Read with Fluency**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM3.20

Outline Chart: Practice Master PM3.21

Fluency Practice: Practice Master PM3.22

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 6

Outline: eVisual 3.26

MATERIALS

index cards • timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Determine the Main Idea of Text, Explain How the Main Idea is Supported by Key Details, and Summarize	CC.4.Rinf.2
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b
Writing	
Write Narratives	CC.4.W.3
Speaking and Listening	
Discuss Texts, Building on Others' Ideas	CC.4.SL.1
Language and Vocabulary	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6

WARM-UP

Have students choose one place described in "Extreme Earth" and take two minutes to sketch it. Then challenge them to describe their sketch to a partner using as many Key Words as they can.

Vocabulary Review

1 Apply Word Knowledge ☑

Write ***outline***. Call students' attention to the Key Words on **Student eEdition** page 196. Then have students apply their knowledge of the Key Words to play Vocabulary Concentration.

Review how to play the game:

- *The object of the game is to match a Key Word card with its definition.*
- *Place all the cards face down.*
- *Choose two cards and turn them over.*
- *If the cards don't match, turn them face down, and your turn ends.*
- *If the cards have a matching word and definition, pick up the pair and go again.*

Key Words

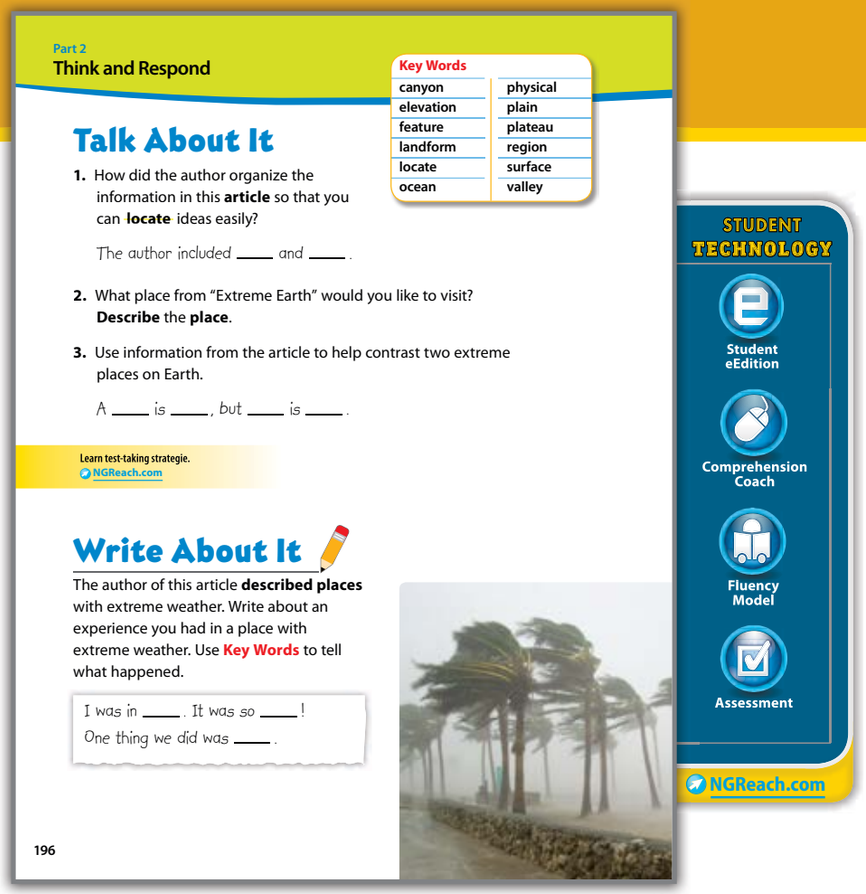
canyon · elevation
feature · landform
locate · ocean · outline
physical · plain · plateau
region · surface · valley

Have students play the game.

- Display the Key Words and divide students into groups.
- Have groups write each Key Word on a card and place it face down.
- Then have groups write each Key Word definition on a separate card and place it face down.
- Have students mix the cards and then take turns trying to match Key Words with their definitions.
- The student with the most cards after all have been matched is the winner.

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

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



Part 2
Think and Respond

Key Words

canyon	physical
elevation	plain
feature	plateau
landform	region
locate	surface
ocean	valley

Talk About It

1. How did the author organize the information in this **article** so that you can **locate** ideas easily?

   The author included ____ and ____.

2. What place from "Extreme Earth" would you like to visit? **Describe** the **place**.

3. Use information from the article to help contrast two extreme places on Earth.

   A ____ is ____, but ____ is ____.

Learn test-taking strategie.
NGReach.com

Write About It

The author of this article **described places** with extreme weather. Write about an experience you had in a place with extreme weather. Use **Key Words** to tell what happened.

I was in ____. It was so ____!
One thing we did was ____.

196

STUDENT TECHNOLOGY
Student eEdition
Comprehension Coach
Fluency Model
Assessment
NGReach.com

Anthology page 196

Academic Talk

2 Talk About It **Anthology** page 196

Have partners use Key Words as they discuss the questions. Remind students to build on each others' ideas and to cite details and examples from the text.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM3.20** to ask more questions about the selection.

Writing

3 Write About It **Anthology** page 196

Read aloud the directions. Remind students to include descriptive words and phrases as they convey the following information:

- where they were and what they saw
- how the experience made them feel
- how the weather affected physical features at the location
- what they heard, smelled, and touched.

Encourage students to use Key Words as they write: Once I traveled across the Great **Plains** during a thunderstorm. The air was heavy and smelled of wet grass. I heard roaring winds and saw rain whip across the **surface** of the road. I felt nervous!

Have students add their descriptions to their Weekly Writing folders.

Daily Language Arts

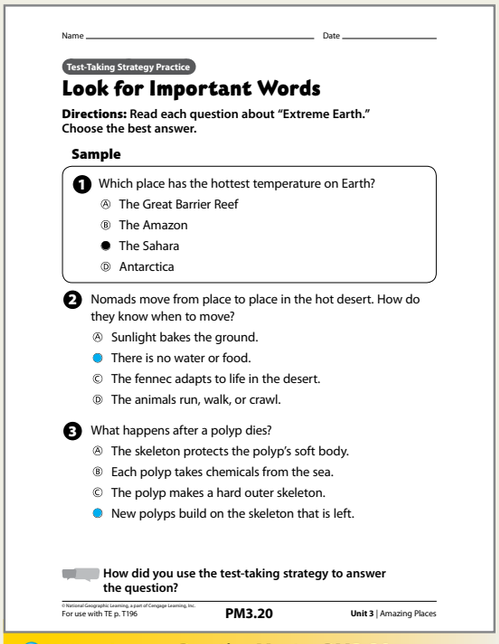
Daily Spelling and Word Work ☑
Test page T173s

Daily Grammar ☑
Point to the word *family* in the **Read Aloud**. Then use page T173v to review and assess subject-verb agreement with collective nouns.

Daily Writing Skills ☑
Ask students if they think a hand-written outline, as on **Anthology** page 197, is a good source. Then use page T173x to assess students' understanding of evaluating sources.

Answers Talk About It

1. **Social Studies Article** The author included headings and pictures to help readers **locate** information.
2. **Describe Places** Ask students to visualize the place before giving their descriptions.
3. **Make Comparisons** Possible response: A desert is one of the hottest **regions** on Earth, but the top of Mount Everest is one of Earth's coldest **landforms**.



Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Extreme Earth." Choose the best answer.

Sample

1. Which place has the hottest temperature on Earth?
   - Ⓐ The Great Barrier Reef
   - Ⓑ The Amazon
   - ● The Sahara
   - Ⓓ Antarctica

2. Nomads move from place to place in the hot desert. How do they know when to move?
   - Ⓐ Sunlight bakes the ground.
   - ● There is no water or food.
   - Ⓒ The fennec adapts to life in the desert.
   - Ⓓ The animals run, walk, or crawl.

3. What happens after a polyp dies?
   - Ⓐ The skeleton protects the polyp's soft body.
   - Ⓑ Each polyp takes chemicals from the sea.
   - Ⓒ The polyp makes a hard outer skeleton.
   - ● New polyps build on the skeleton that is left.

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

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T196

NGReach.com **Practice Master PM3.20**

Differentiate

EL English Learners

ISSUE Students have difficulty generating sentences for their outlines.

STRATEGY Provide a language frame for the main ideas: _____ is the _____ on Earth. Then have students add details by copying phrases from the selection text.

BL Below Level

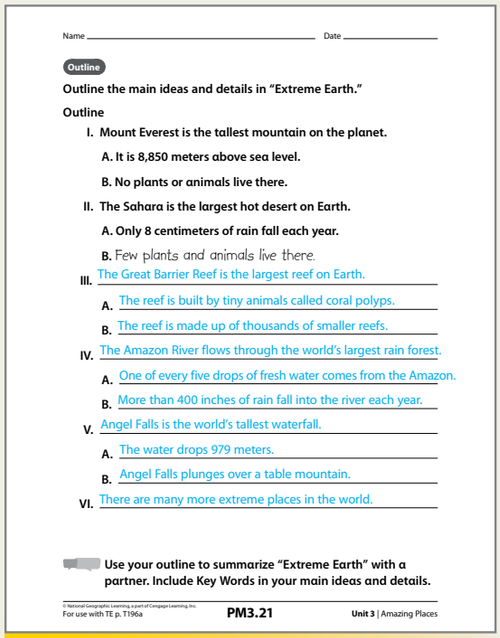
ISSUE Students cannot identify supporting details.

STRATEGY State the main idea and help students find a detail in an image. Point out how the detail supports the main idea. Work together to find another detail in the text. Then have partners find two more details on their own.

AL Above Level

ISSUE Students can create a detailed outline.

STRATEGY Challenge students to use the diagrams, graphs, and other visuals to identify additional supporting details and include them in their outlines.



Name _____ Date _____

Outline

Outline the main ideas and details in "Extreme Earth."

Outline

I. Mount Everest is the tallest mountain on the planet.
- **A. It is 8,850 meters above sea level.**
- **B. No plants or animals live there.**

II. The Sahara is the largest hot desert on Earth.
- **A. Only 8 centimeters of rain fall each year.**
- **B.** Few plants and animals live there.

III. The Great Barrier Reef is the largest reef on Earth.
- A. The reef is built by tiny animals called coral polyps.
- B. The reef is made up of thousands of smaller reefs.

IV. The Amazon River flows through the world's largest rain forest.
- A. One of every five drops of fresh water comes from the Amazon.
- B. More than 400 inches of rain fall into the river each year.

V. Angel Falls is the world's tallest waterfall.
- A. The water drops 979 meters.
- B. Angel Falls plunges over a table mountain.

VI. There are many more extreme places in the world.

Use your outline to summarize "Extreme Earth" with a partner. Include Key Words in your main ideas and details.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T196a **PM3.21** Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.21**

Comprehension

4 Main Idea and Details ☑ Anthology page 197

REVIEW Read aloud the instructions and the text of the outline. Then use **eVisual 3.26.** Ask: *What do I write next to the Roman numerals?* (the main idea of each section) *What do I write next to the capital letters?* (details that support the main idea)

Have students help complete the details under Roman numeral II. (Few plants and animals live there.) Then ask: *What is the next main idea?* (The Great Barrier Reef is the largest reef on Earth.) *What details support it?* (The reef is built by tiny animals called coral polyps; The reef is made up of thousands of smaller reefs.) Add the information to the outline.

Have partners work together to complete **Practice Master PM3.21.**

See **Differentiate**

Outline

Social Studies Article

Extreme Earth

I. Mount Everest is the tallest mountain on the planet.
- A. It is 8,850 meters above sea level.
- B. No plants or animals live there.

II. The Sahara is the largest hot desert on Earth.
- A. Only 8 centimeters of rain fall each year.
- B.

III.
- A.
- B.

NGReach.com **Outline: eVisual 3.26**

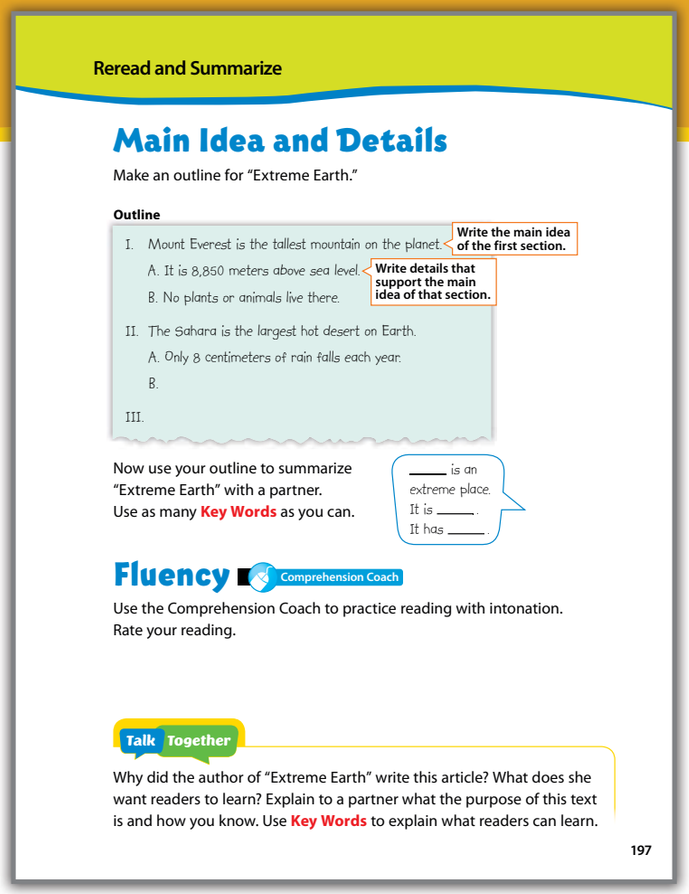
INTERACTIVE WHITEBOARD TIP: Have volunteers identify then reveal each line.

Check & Reteach

OBJECTIVE: Determine Main Ideas and Supporting Details ☑

Have pairs take turns using their outlines to summarize one of the six sections of the article for another pair.

If students have difficulty determining the main idea and key details, ask: *What extreme* ***landform*** *was this section about? What is extreme or unusual about this place? What details about the place prove how extreme its* ***physical features*** *are?*



Reread and Summarize

Main Idea and Details

Make an outline for "Extreme Earth."

Outline

I. Mount Everest is the tallest mountain on the planet.
   A. It is 8,850 meters above sea level.
   B. No plants or animals live there.

II. The Sahara is the largest hot desert on Earth.
   A. Only 8 centimeters of rain falls each year.
   B.

III.

Write the main idea of the first section.

Write details that support the main idea of that section.

Now use your outline to summarize "Extreme Earth" with a partner. Use as many **Key Words** as you can.

____ is an extreme place.
It is ____.
It has ____.

Fluency

Comprehension Coach

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

Talk Together

Why did the author of "Extreme Earth" write this article? What does she want readers to learn? Explain to a partner what the purpose of this text is and how you know. Use **Key Words** to explain what readers can learn.

197

Anthology page 197

5 Fluency ☑ Anthology page 197

Have students read aloud the passage on **Practice Master PM3.22** or use **Comprehension Coach** to practice fluency.

NGReach.com **Comprehension Coach**

Check & Reteach

OBJECTIVE: Read with Fluency ☑

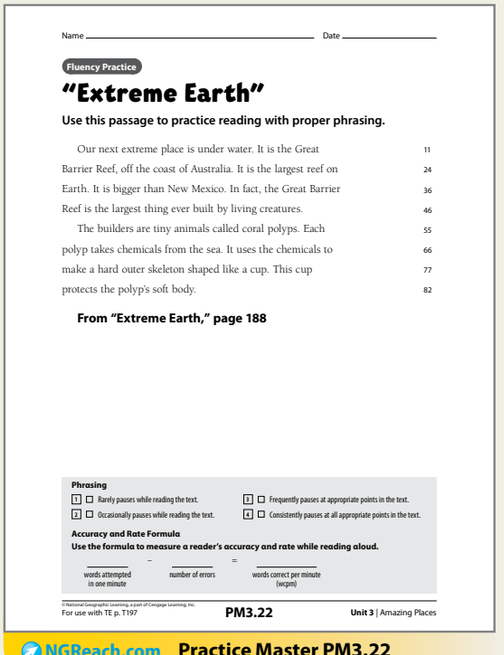
Monitor students' oral reading.

If students need additional fluency practice, they can read along with the **Fluency Models.**

6 Talk Together Anthology page 197

As partners discuss the purpose of the article, have them think about how the author's purpose compares to their ideas about the Big Question: Why learn about other places?

WRAP-UP Ask students to share the main ideas of the **Small Group Books** they read and discussed. Ask: *What do your books tell us about amazing places?*



Name _____ Date _____

Fluency Practice

"Extreme Earth"

Use this passage to practice reading with proper phrasing.

Our next extreme place is under water. It is the Great Barrier Reef, off the coast of Australia. It is the largest reef on Earth. It is bigger than New Mexico. In fact, the Great Barrier Reef is the largest thing ever built by living creatures. 11 24 36 46

The builders are tiny animals called coral polyps. Each polyp takes chemicals from the sea. It uses the chemicals to make a hard outer skeleton shaped like a cup. This cup protects the polyp's soft body. 55 66 77 82

From "Extreme Earth," page 188

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.

____ (words attempted in one minute) − ____ (number of errors) = ____ (words correct per minute (wcpm))

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

For use with TE p. T197 **PM3.22** **Unit 3** | Amazing Places

NGReach.com **Practice Master PM3.22**

Week 3 Research Project

OBJECTIVES

Thematic Connection: Distant Lands

- ☑ **Research a Place**
- ☑ **Evaluate Sources**
- ☑ **Speak at an Appropriate Pace**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A3.40

TECHNOLOGY ONLY

Project Checklist: eVisual 3.25

MATERIALS

index cards • print and online almanacs, encyclopedias, atlases, magazines, newspapers, and other reference books about extreme places • electronic slide show software• timer

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing	
Conduct Research	CC.4.W.7
Gather Information	CC.4.W.8
Speaking and Listening	
Report on a Topic	CC.4.SL.4

Research Extreme Places

Display and read aloud the prompt.

> National Geographic Explorer Jimmy Chin has invited you to accompany him to an extreme place outside of the United States, and you get to choose the place! Use reliable sources to find three facts about the place you'd like to visit. Then present the facts in a two-minute electronic slideshow. Tell how you know the sources are reliable.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Amateur explorer
Audience: Jimmy Chin and the class
Form: Electronic slideshow

REVIEW Remind students: *Good research topics are not too broad or too narrow. The topic "extreme places" is too broad. The topic "the top of Mount Everest" is too narrow.*

Encourage students to review the extreme places in "Extreme Earth" (see pages 181–195). Then have the class brainstorm other interesting places they'd like to visit. Start the conversation: *I read an article on the Internet about the Dead Sea. Did you know it is one of the saltiest places in the world? I think the Dead Sea would be an interesting topic.*

Have individual students use the ideas to choose a topic and complete a RAFT.

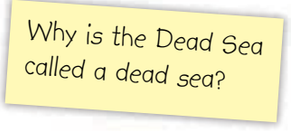
Develop Research Questions

REVIEW Remind students: *To guide your research, write the questions you have about your topic.* Ask students to write at least three questions on separate index cards.

Research

Gather Information

Review how to choose reliable sources (see page T173w). Then have students conduct research and write the information that answers each question on the back of the corresponding index card. Remind students to include the sources where they find the answers and state why the sources are reliable.



See **Differentiate**

Organize

Arrange Information

Suggest that students plan to start their presentations with the facts that tell why the place is extreme. Then they can present any other facts they find. Display and read **eVisual 3.25**.

Project Checklist

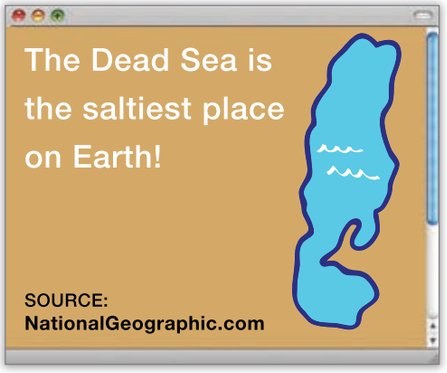
- Include an opening slide to introduce the place.
- Use a separate slide for each fact.
- Include a graphic to illustrate each fact.
- Cite the source of each fact on each slide.

NGReach.com **Project Checklist: eVisual 3.25**

INTERACTIVE WHITEBOARD TIP: As you read each item, place a check mark next to it.

Draft Ideas

Have students create their electronic shows. Point out the notes section in the electronic slideshow software. Explain that students can write what they want to say about each slide in this section and that they can view these notes privately while giving their presentations. Have students write notes about each fact and why the source where they found the fact is reliable.



Present

Practice Speaking Skills

Explain that, when giving a presentation, it is important to speak at a pace that allows listeners to hear and understand. Read aloud the following sentence, first quickly and then at a normal pace: *According to National Geographic's Web site, the Dead Sea is the saltiest place on Earth.* Ask: *When could you understand me?* (when you spoke at a normal pace)

Have students work with partners to rehearse their presentations.

Share with Others

Have students take turns delivering their presentations. Remind students to set their slideshows in presentation mode so that they can view their notes privately while delivering their presentations.

Use the **Research Rubric** to evaluate students' presentations.

Differentiate

EL English Learner

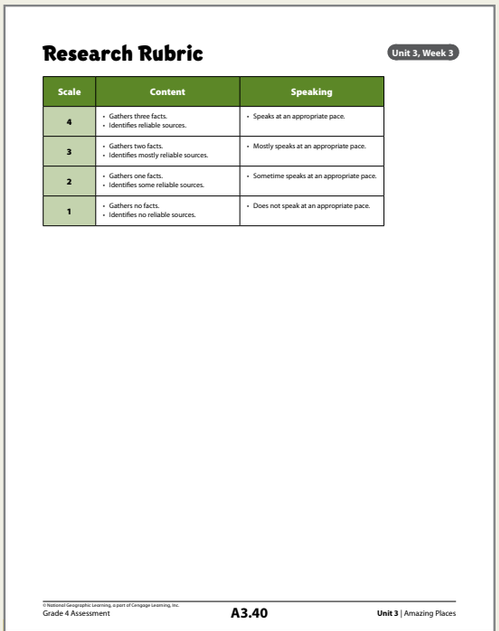
ISSUE Students have difficulty comprehending more complex sources, such as government Web sites.

STRATEGY Screen and select reliable sources where information is presented in lists or with simple text, such as a children's almanac or online children's encyclopedia, or select a source in the student's first language.

AL Above Level

ISSUE Students find basic answers to their research questions quickly and without much effort.

STRATEGY Have students verify each fact in two or more different reliable sources.



Research Rubric Unit 3, Week 3

Scale	Content	Speaking
4	• Gathers three facts. • Identifies reliable sources.	• Speaks at an appropriate pace.
3	• Gathers two facts. • Identifies mostly reliable sources.	• Mostly speaks at an appropriate pace.
2	• Gathers one facts. • Identifies some reliable sources.	• Sometime speaks at an appropriate pace.
1	• Gathers no facts. • Identifies no reliable sources.	• Does not speak at an appropriate pace.

© National Geographic Learning, a part of Cengage Learning, Inc.
Grade 4 Assessment A3.40 Unit 3 | Amazing Places

NGReach.com **Assessment Master A3.40**

☑ = TESTED

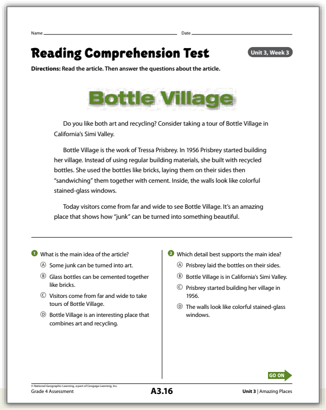
Assess

OBJECTIVES | **ASSESSMENTS**

Reading

☑ Determine Main Ideas and Supporting Details

☑ Visualize to Comprehend Text



Name ______ Date ______

Reading Comprehension Test Unit 3, Week 3

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

Bottle Village

Do you like both art and recycling? Consider taking a tour of Bottle Village in California's Simi Valley.

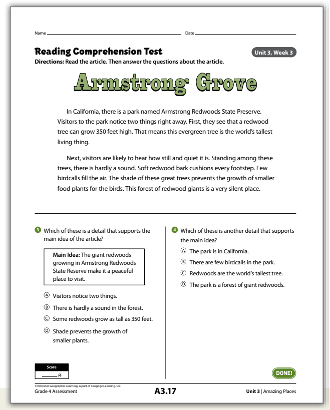
Bottle Village is the work of Tressa Prisbrey. In 1956 Prisbrey started building her village. Instead of using regular building materials, she built with recycled bottles. She used the bottles like bricks, laying them on their sides then "sandwiching" them together with cement. Inside, the walls look like colorful stained-glass windows.

Today visitors come from far and wide to see Bottle Village. It's an amazing place that shows how "junk" can be turned into something beautiful.

1. What is the main idea of the article?
   - Ⓐ Some junk can be turned into art.
   - Ⓑ Glass bottles can be cemented together like bricks.
   - Ⓒ Visitors come from far and wide to take tours of Bottle Village.
   - Ⓓ Bottle Village is an interesting place that combines art and recycling.
2. Which detail best supports the main idea?
   - Ⓐ Prisbrey laid the bottles on their sides.
   - Ⓑ Bottle Village is in California's Simi Valley.
   - Ⓒ Prisbrey started building her village in 1956.
   - Ⓓ The walls look like colorful stained-glass windows.

GO ON

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.16 Unit 3 | Amazing Places



Name ______ Date ______

Reading Comprehension Test Unit 3, Week 3

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

Armstrong Grove

In California, there is a park named Armstrong Redwoods State Preserve. Visitors to the park notice two things right away. First, they see that a redwood tree can grow 350 feet high. That means this evergreen tree is the world's tallest living thing.

Next, visitors are likely to hear how still and quiet it is. Standing among these trees, there is hardly a sound. Soft redwood bark cushions every footstep. Few birdcalls fill the air. The shade of these great trees prevents the growth of smaller food plants for the birds. This forest of redwood giants is a very silent place.

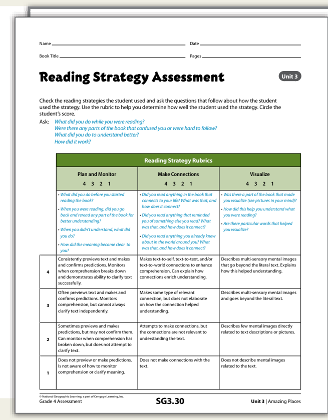
3. Which of these is a detail that supports the main idea of the article?

   Main Idea: The giant redwoods growing in Armstrong Redwoods State Reserve make it a peaceful place to visit.
   - Ⓐ Visitors notice two things.
   - Ⓑ There is hardly a sound in the forest.
   - Ⓒ Some redwoods grow as tall as 350 feet.
   - Ⓓ Shade prevents the growth of smaller plants.
4. Which of these is another detail that supports the main idea?
   - Ⓐ The park is in California.
   - Ⓑ There are few birdcalls in the park.
   - Ⓒ Redwoods are the world's tallest tree.
   - Ⓓ The park is a forest of giant redwoods.

Score ____/4

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.17 Unit 3 | Amazing Places



Name ______ Date ______

Book Title ______ Pages ______

Reading Strategy Assessment Unit 3

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?

Reading Strategy Rubrics

	Plan and Monitor 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1
	• *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 the meaning become clear to you?*	• *Did you read anything in the book that connects to your life? What was that, and how does it connect?* • *Did you read anything that reminded you of something else you read? What was that, and how does it connect?* • *Did you read anything you already knew about in the world around you? What was that, and how does it connect?*	• *Was there a part of the book that made you visualize (see pictures in your mind)?* • *How did this help you understand what you were reading?* • *Are there particular words that helped you visualize?*
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	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.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	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.
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.	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.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment SG3.30 Unit 3 | Amazing Places

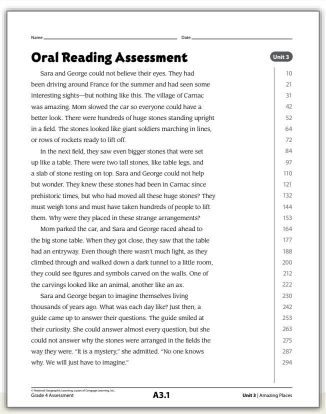
Reading Comprehension Test
A3.16–A3.17

Reading Strategy Assessment
SG3.30–SG3.31

Fluency

☑ Intonation

☑ Accuracy and Rate



Name ______ Date ______

Oral Reading Assessment Unit 3

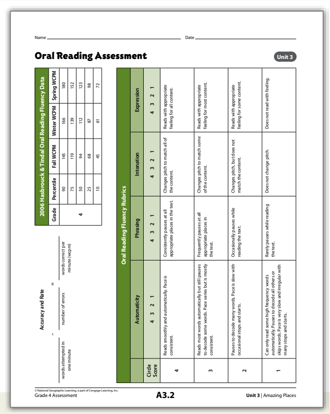
Sara and George could not believe their eyes. They had been driving around France for the summer and had seen some interesting sights—but nothing like this. The village of Carnac was amazing. Mom slowed the car so everyone could have a better look. There were hundreds of huge stones standing upright in a field. The stones looked like giant soldiers marching in lines, or rows of rockets ready to lift off.

In the next field, they saw even bigger stones that were set up like a table. There were two tall stones, like table legs, and a slab of stone resting on top. Sara and George could not help but wonder. They knew these stones had been in Carnac since prehistoric times, but who had moved all these huge stones? They must weigh tons and must have taken hundreds of people to lift them. Why were they placed in these strange arrangements?

Mom parked the car, and Sara and George raced ahead to the big stone table. When they got close, they saw that the table had an entryway. Even though there wasn't much light, as they climbed through and walked down a dark tunnel to a little room, they could see figures and symbols carved on the walls. One of the carvings looked like an animal, another like an ax.

Sara and George began to imagine themselves living thousands of years ago. What was each day like? Just then, a guide came up to answer their questions. The guide smiled at their curiosity. She could answer almost every question, but she could not answer why the stones were arranged in the fields the way they were. "It is a mystery," she admitted. "No one knows why. We will just have to imagine."

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.1 Unit 3 | Amazing Places



Name ______ Date ______

Oral Reading Assessment

2006 Hasbrouck & Tindal Oral Reading Fluency Data

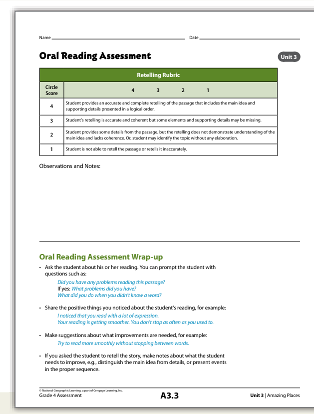
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Accuracy and Rate: words attempted in one minute − number of errors = words correct per minute (wcpm)

Oral Reading Fluency Rubrics

Circle Score	Automaticity 4 3 2 1	Phrasing 4 3 2 1	Intonation 4 3 2 1	Expression 4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	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.	Reads with appropriate feeling for most content.
2	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.	Reads with appropriate feeling for some content.
1	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.	Does not read with feeling.

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.2 Unit 3 | Amazing Places



Name ______ Date ______

Oral Reading Assessment Unit 3

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:

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.

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.3 Unit 3 | Amazing Places

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Above Level students this week.

Vocabulary and Spelling

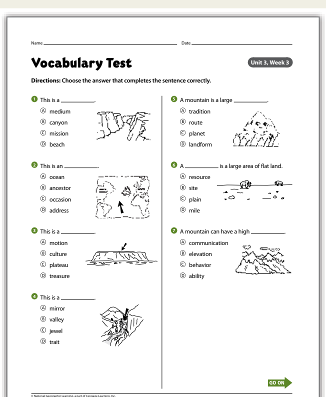
☑ Use Domain-Specific Words

☑ Use Academic Words

☑ Spell Words with Long *a, i, o, u* in VC*e* form

☑ Spell Words with Long and Short Vowels

☑ Use Commonly Misspelled Words Correctly



Name ______ Date ______

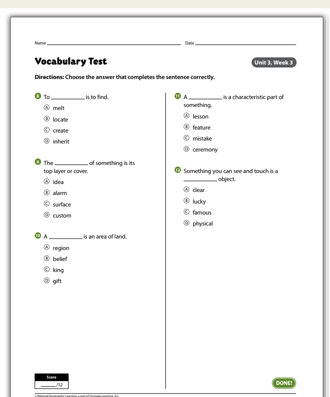
Vocabulary Test Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. This is a ______. Ⓐ medium Ⓑ canyon Ⓒ mission Ⓓ beach
2. This is an ______. Ⓐ ocean Ⓑ ancestor Ⓒ occasion Ⓓ address
3. This is a ______. Ⓐ motion Ⓑ culture Ⓒ plateau Ⓓ treasure
4. This is a ______. Ⓐ mirror Ⓑ valley Ⓒ jewel Ⓓ trait
5. A mountain is a large ______. Ⓐ tradition Ⓑ route Ⓒ planet Ⓓ landform
6. A ______ is a large area of flat land. Ⓐ resource Ⓑ site Ⓒ plain Ⓓ mile
7. A mountain can have a high ______. Ⓐ communication Ⓑ elevation Ⓒ behavior Ⓓ ability

GO ON

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.18 Unit 3 | Amazing Places



Name ______ Date ______

Vocabulary Test Unit 3, Week 3

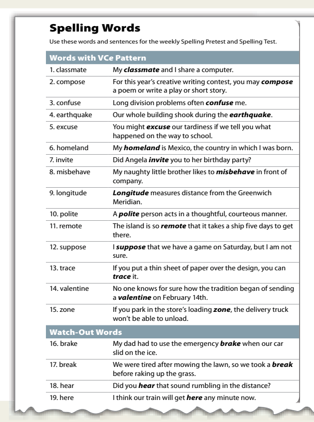
Directions: Choose the answer that completes the sentence correctly.

8. To ______ is to find. Ⓐ melt Ⓑ locate Ⓒ create Ⓓ inherit
9. The ______ of something is its top layer or cover. Ⓐ idea Ⓑ alarm Ⓒ surface Ⓓ custom
10. A ______ is an area of land. Ⓐ region Ⓑ belief Ⓒ king Ⓓ gift
11. A ______ is a characteristic part of something. Ⓐ lesson Ⓑ feature Ⓒ mistake Ⓓ ceremony
12. Something you can see and touch is a ______ object. Ⓐ clear Ⓑ lucky Ⓒ famous Ⓓ physical

Score ____/12

DONE!

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.19 Unit 3 | Amazing Places



Spelling Words

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

Words with VCe Pattern	
1. classmate	My ***classmate*** and I share a computer.
2. compose	For this year's creative writing contest, you may ***compose*** a poem or write a play or short story.
3. confuse	Long division problems often ***confuse*** me.
4. earthquake	Our whole building shook during the ***earthquake***.
5. excuse	You might ***excuse*** our tardiness if we tell you what happened on the way to school.
6. homeland	My ***homeland*** is Mexico, the country in which I was born.
7. invite	Did Angela ***invite*** you to her birthday party?
8. misbehave	My naughty little brother likes to ***misbehave*** in front of company.
9. longitude	***Longitude*** measures distance from the Greenwich Meridian.
10. polite	A ***polite*** person acts in a thoughtful, courteous manner.
11. remote	The island is so ***remote*** that it takes a ship five days to get there.
12. suppose	I ***suppose*** that we have a game on Saturday, but I am not sure.
13. trace	If you put a thin sheet of paper over the design, you can ***trace*** it.
14. valentine	No one knows for sure how the tradition began of sending a ***valentine*** on February 14th.
15. zone	If you park in the store's loading ***zone***, the delivery truck won't be able to unload.
Watch-Out Words	
16. brake	My dad had to use the emergency ***brake*** when our car slid on the ice.
17. break	We were tired after mowing the lawn, so we took a ***break*** before raking up the grass.
18. hear	Did you ***hear*** that sound rumbling in the distance?
19. here	I think our train will get ***here*** any minute now.

Vocabulary Test
A3.18–A3.19

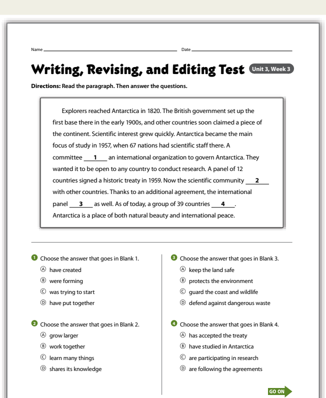
Spelling Pretest/ Spelling Test
T173s

Grammar and Writing

☑ Use Collective Nouns

☑ Use Subject-Verb Agreement

☑ Evaluate Information



Name ______ Date ______

Writing, Revising, and Editing Test Unit 3, Week 3

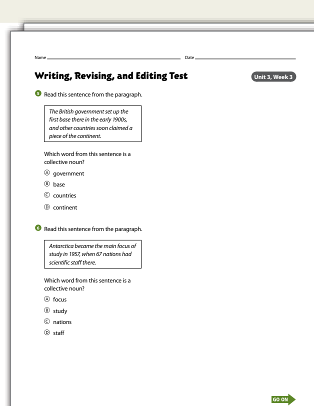
Directions: Read the paragraph. Then answer the questions.

Explorers reached Antarctica in 1820. The British government set up the first base there in the early 1900s, and other countries soon claimed a piece of the continent. Scientific interest grew quickly. Antarctica became the main focus of study in 1957, when 67 nations had scientific staff there. A committee __1__ an international organization to govern Antarctica. They wanted it to be open to any country to conduct research. A panel of 12 countries signed a historic treaty in 1959. Now the scientific community __2__ with other countries. Thanks to an additional agreement, the international panel __3__ as well. As of today, a group of 39 countries __4__. Antarctica is a place of both natural beauty and international peace.

1. Choose the answer that goes in Blank 1. Ⓐ have created Ⓑ were forming Ⓒ was trying to start Ⓓ have put together
2. Choose the answer that goes in Blank 2. Ⓐ grow larger Ⓑ work together Ⓒ learn many things Ⓓ shares its knowledge
3. Choose the answer that goes in Blank 3. Ⓐ keep the land safe Ⓑ protects the environment Ⓒ guard the coast and wildlife Ⓓ defend against dangerous waste
4. Choose the answer that goes in Blank 4. Ⓐ has accepted the treaty Ⓑ have studied in Antarctica Ⓒ are participating in research Ⓓ are following the agreements

GO ON

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.20 Unit 3 | Amazing Places



Name ______ Date ______

Writing, Revising, and Editing Test Unit 3, Week 3

5. Read this sentence from the paragraph.

   The British government set up the first base there in the early 1900s, and other countries soon claimed a piece of the continent.

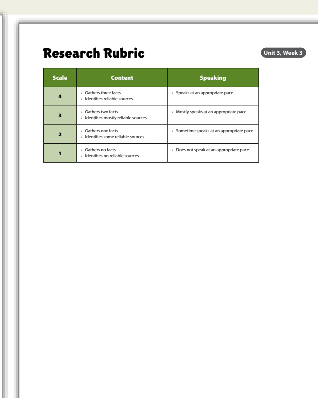
   Which word from this sentence is a collective noun? Ⓐ government Ⓑ base Ⓒ countries Ⓓ continent
6. Read this sentence from the paragraph.

   Antarctica became the main focus of study in 1957, when 67 nations had scientific staff there.

   Which word from this sentence is a collective noun? Ⓐ focus Ⓑ study Ⓒ nations Ⓓ staff

GO ON

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.21 Unit 3 | Amazing Places



Research Rubric Unit 3, Week 3

Scale	Content	Speaking
4	• Gathers three facts. • Identifies reliable sources.	• Speaks at an appropriate pace.
3	• Gathers two facts. • Identifies mostly reliable sources.	• Mostly speaks at an appropriate pace.
2	• Gathers one facts. • Identifies some reliable sources.	• Sometime speaks at an appropriate pace.
1	• Gathers no facts. • Identifies no reliable sources.	• Does not speak at an appropriate pace.

© National Geographic Learning, a part of Cengage Learning, Inc. Grade 4 Assessment A3.40 Unit 3 | Amazing Places

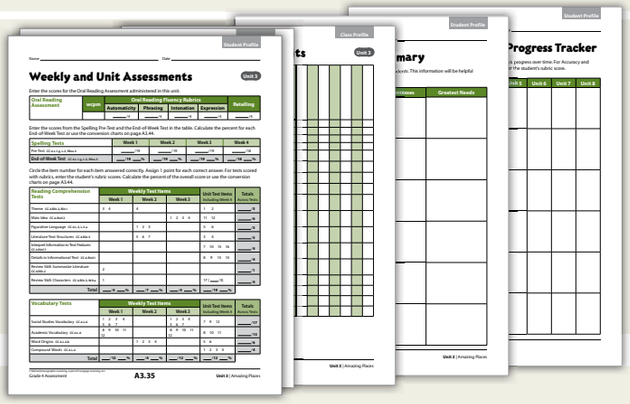
Writing, Revising, and Editing Test
A3.20–A3.22

Research Project Rubric
A3.40

ExamView®

Reteach and Practice

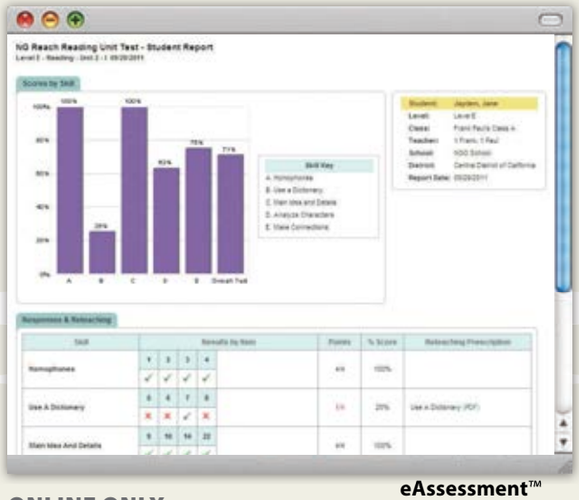
REPORTS



PRINT & ONLINE

Report Forms

Student Profile: Weekly and Unit Assessments	A3.35–A3.36
Class Profile: Weekly and Unit Assessments	A3.37
Student Profile: Strengths and Needs	A3.38
Student Profile: Oral Reading Progress Tracker	A1.3



eAssessment™

ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Tests

Class Profile: Weekly and Unit Tests

Standards Summary Report

RESOURCES AND ROUTINES

Reading

RETEACH

Main Idea and Details: Reteaching Master RT3.8

Visualize: Reteaching Master RT3.9

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T173s–T173t

Grammar and Writing

RETEACH

Nouns: Anthology Handbook, page 595

Writing: Reteaching Writing Routine, page BP51

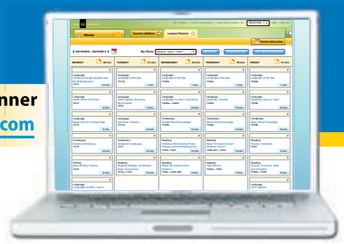
ADDITIONAL PRACTICE

More Grammar Practice PM3.23

Daily Writing Skills Practice, pages T173w–T173x

Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

Day 1

WHOLE GROUP TIME

Listen and Comprehend

Academic Talk CC.4.SL.1.b
Discuss the Big Question T197o

Daily Spelling and Word Work CC.4.Rfou.3;
☑Pretest: Plurals with *-s, -es* and Commonly Misspelled Words T197 CC.4.Rfou.3.a; CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.5

Daily Grammar CC.4.L.1; CC.4.L.3
☑Common and Proper Nouns T197k

Vocabulary Strategy CC.4.L.4; CC.4.L.5
☑Compound Words T197o–T198

Anthology

Reading
20–40 minutes

Reading
Read Aloud: Biographical Sketch T198a

Comprehension CC.4.Rinf.7
☑Interpret Visuals T198a

Fluency
☑Model Expression T198a

Writing
15–45 minutes

Power Writing T197o

Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.10
Main Idea and Supporting Details T197m

Writing CC.4.Rlit.7; CC.4.Rinf.7
Create a Graphic T198b

Writing Project: Research Report CC.4.W.5
Study a Model T206–207

SMALL GROUP READING TIME

Read Social Studies Articles

20 minutes

Vocabulary CC.4.L.6
Learn Social Studies Vocabulary SG22–SG27

Reading
Comprehend Quantitative Information SG22
Build Comprehension SG23 CC.4.Rinf.1; CC.4.Rinf.7; CC.4.Rinf.10

Fiction & Nonfiction

Day 2

WHOLE GROUP TIME

Read and Comprehend

Academic Talk
Preview and Predict T198c

Daily Spelling and Word Work CC.4.Rfou.3;
☑Practice T197i–T197j CC.4.Rfou.3.a; CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.5

Daily Grammar CC.4.L.1; CC.4.L.3
☑Irregular Plural Nouns T197l
Common and Proper Nouns T197m

Vocabulary Strategy CC.4.L.4; CC.4.L.5
☑More Compound Words T198c

Anthology

Reading CC.4.Rinf.10
Read a Profile T199–T203

Comprehension CC.4.Rlit.10
☑Visualize T200–T201
☑Interpret Visuals CC.4.Rinf.7 T200–T201

Fluency CC.4.Rfou.4.b
☑Practice Expression, Accuracy, Rate T199

Power Writing T198c

Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.10
Main Idea and Supporting Details T197m

Writing CC.4.W.1; CC.4.W.1.b
Write a Response T202–T203

Writing Project: Research Report CC.4.W.7; CC.4.W.8
Prewrite; Gather Information T208–T209

SMALL GROUP READING TIME

Read Nonfiction Books

Vocabulary CC.4.L.6
Learn Story Words SG22–SG23

Reading CC.4.Rinf.10
Introduce SG24–SG25
Read SG26–SG27

☑Comprehend Visual Information SG26–SG27 CC.4.Rinf.7

☑Visualize to Comprehend Literature SG26–SG27 CC.4.Rinf.10

LEARNING STATION TIME

20 minutes

Speaking and Listening T197g CC.4.SL.2CC.4.SL.4
Language and Vocabulary T197g CC.4.L.6
Writing T197g CC.4.W.4
Cross-Curricular T197h CC.4.W.9
Reading and Intervention T197h; SG68 CC.4.Rinf.10; CC.4.Rfou.3: CC.4.Rfou.3.a; CC.4.Rfou.4.c; CC.4.W.8

BIG Question **Why learn about other places?**

Day 3

Review and Compare

Academic Talk CC.4.SL.4
Talk Together T204

Daily Spelling and Word Work CC.4.Rfou.3;
☑ Practice T197i–T197j CC.4.Rfou.3.a; CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.5

Daily Grammar CC.4.L.1; CC.4.L.3
☑ More Plural Nouns T197l, T204a

Vocabulary Review CC.4.L.6
☑ Review Social Studies and Academic Vocabulary T203a

Reading CC.4.Rinf.10
Reread a Profile T199–T203

Comprehension CC.4.Rinf.7
☑ Compare Text Features T203a

Fluency CC.4.Rfou.4;
☑ Practice Expression CC.4.Rfou.4.b T203a

Power Writing T203a

Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.10
Main Idea and Supporting Details T197n

Writing CC.4.L.1; CC.4.L.3
Write to Reinforce Grammar T204

Writing Project: Research Report CC.4.W.8
Get Organized; Draft T210

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rlit.10
Read and Integrate Ideas SG26–SG27

☑ Comprehend Visual Information SG26–SG27 CC.4.Rinf.7

☑ Visualize to Comprehend Literature SG26–SG27 CC.4.Rinf.10

Day 4

Read and Comprehend

Academic Talk CC.4.Rinf.1
Explain with Details and Examples T205c

Daily Spelling and Word Work CC.4.Rfou.3; CC.4.Rfou.3.a;
☑ Practice T197i–T197j CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.5

Daily Grammar CC.4.L.1; CC.4.L.2.a; CC.4.L.3
☑ Grammar and Writing T197l

Vocabulary Practice CC.4.Rinf.4; CC.4.Rfou.3;
☑ More Compound Words T205c CC.4.L.4; CC.4.L.5

Reading CC.4.Rlit.5
☑ Read Magazine Articles T205b

Comprehension CC.4.Rinf.1;
☑ Explain with Details and Examples T205a CC.4.Rinf.2

Fluency CC.4.Rfou.4;
☑ Model and Practice Expression T205b CC.4.Rfou.4.b

Power Writing T205c

Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.10
Main Idea and Supporting Details T197n

Writing CC.4.W.10
Write to Explain an Article T205d

Writing Project: Research Report CC.4.W.2.a; CC.4.W.2.b; CC.4..L.1; CC.4.L.3
Revise; Edit and Proofread T210

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rlit.10
Read and Integrate Ideas SG26–SG27

☑ Comprehend Visual Information SG26–SG27 CC.4.Rinf.7

☑ Visualize to Comprehend Literature SG26–SG27 CC.4.Rinf.10

Day 5

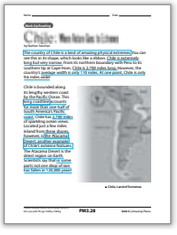
Review and Compare

Academic Talk CC.4.SL.1.a; CC.4.SL.1.b
Relate Readings to the Big Question T205h

Daily Grammar CC.4.L.1; CC.4.L.3
Review T197l

Vocabulary Practice CC.4.Rinf.4; CC.4.L.4; CC.4.L.5
☑ More Compound Words T205g
☑ Vocabulary Strategy Test A3.28 CC.4.L.4.b

Reading CC.4.Rlit.1;
Compare and Explain Texts T205e–T205f CC.4.Rinf.1; CC.4.Rinf.2



Comprehension CC.4.Rinf.1;
☑ Compare and Explain Texts T205h CC.4.Rinf.2

Power Writing T205e

Daily Writing Skills CC.4.W.2; CC.4.W.2.b; CC.4.W.10
Main Idea and Supporting Details T197n

Writing CC.4.W.10; CC.4.W.9.b
Write a Summary T205g

Writing Project Research Report
Publish and Present T211

Read Nonfiction Books

Vocabulary CC.4.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.4.Rinf.7; CC.4.Rinf.10; CC.4.SL.1.a
Connect Across Texts SG27

Writing CC.4.W.2
Choose a Writing Option SG27

ASSESSMENT & RETEACHING

Assessment and Reteaching T197e–T197f

☑ Reading Comprehension Unit Test A3.23–A3.28 CC.4.Rlit.2
☑ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10
☑ Oral Reading Assessment A3.1–A3.3 CC.4.Rfou.4.a
☑ Vocabulary Unit Test A3.29-A3.30 CC.4.L.4.b; CC.4.L.6
☑ Spelling Test: Plurals with *-s*, *-es* and Commonly Misspelled Words T197i CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.5
☑ Writing, Revising, and Editing Unit Test A3.31–A3.34 CC.4.W.10; CC.4.L.1; CC.4.L.3
Reteaching Masters RT3.10–RT3.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Describe a Place

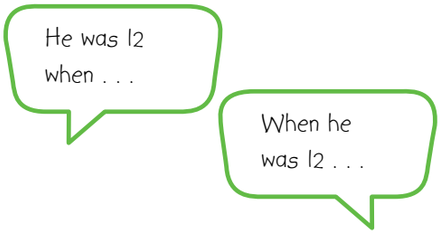
MATERIALS

colored markers

Have partners dictate drawings using photos from "Photographing the World."

- Ask one student to choose a picture from the profile and describe it verbally.
- As the first student speaks, have the other student draw what he or she visualizes.
- Have students compare the final drawing with the photo described.
- Have partners reverse roles and repeat.

Option 2: In Your Own Words



Have partners paraphrase parts of "Photographing the World."

- Ask one student to choose a paragraph and read it aloud.
- Then ask the second student to paraphrase the paragraph.
- Have partners reverse roles and repeat.

Paraphrase Visual Information	CC.4.SL.2
Report on a Topic	CC.4.SL.4

Language and Vocabulary

Key Words

canyon · elevation · feature · landform · locate · ocean · outline · physical · plain · plateau · region · surface · valley

Option 1: Vocabulary Games

NGReach.com **Online Vocabulary Games**

Acquire and Use Conversational, General Academic, and Domain-Specific Words	CC.4.L.6

Option 2: My Vocabulary Notebook

NGReach.com **My Vocabulary Notebook**

Have students expand their word knowledge. Under Add More Information > Related Words, have students add the plural forms of all Key Words that are nouns. Under Cognates, have students add any cognates they may know.

Acquire and Use Conversational, General Academic, and Domain-Specific Words	CC.4.L.6

Writing

Option 1: Place to Place

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 20

Teacher's Guide on NGReach.com

Digital Library: Language Builder Picture Cards for Unit 3

Option 2: Write Interview Questions

Display the writing prompt:

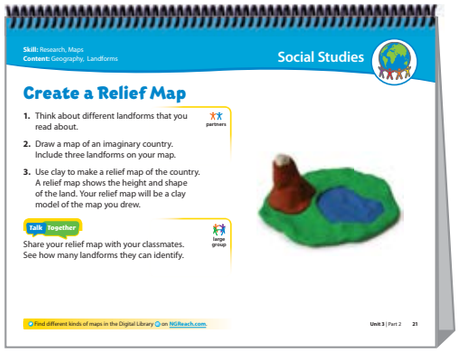
> Imagine you are going to interview Jimmy Chin. Write at least three questions that you would like to ask him in your interview.

After students write their questions, have partners use their questions to role-play parts and conduct interviews.

Use Appropriate Development and Organization	CC.4.W.4

Cross-Curricular

Option 1: Create a Relief Map



PROGRAM RESOURCES & MATERIALS

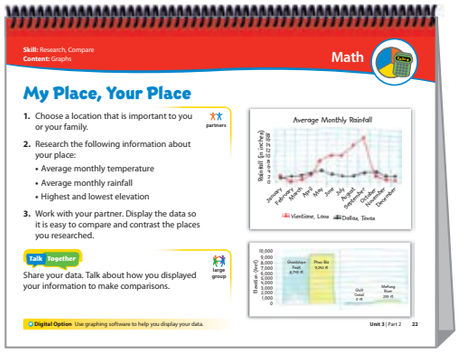
Cross-Curricular Teamwork Activities: Card 21

Teacher's Guide on NGReach.com

Student Resource Directory

colored markers • modeling clay • cardboard or sturdy paper plates

Option 2: My Place, Your Place



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 22

Teacher's Guide on NGReach.com

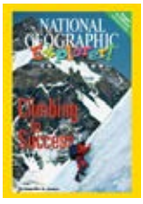
Student Resources Directory

almanacs or world atlases • state and country guides • colored markers

Draw Evidence from Texts	CC.4.W.9

Reading

Option 1: Additional Reading



MATERIALS

Week 4 Small Group Reading Titles, page SG24

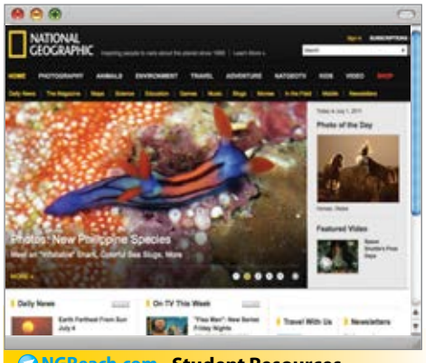
Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read from the Week 4 Small Group Reading titles (see page SG24), the Independent Reading Recommended Books (see page SG68), 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.4.Rinf.10

Option 2: Research Jimmy Chin on the Internet



Have individual students search on **nationalgeographic.com** to learn more about Jimmy Chin. Encourage students to take notes on new information that they learn about him. Then have partners share new facts that they learned about Chin.

Take Notes	CC.4.W.8

Intervention

Option 1: Phonics Games

Apply Phonics and Word Analysis Skills	CC.4.Rfou.3
Use Letter-Sound Correspondences, Syllabication Patterns, and Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a

For Reteaching Masters, see pages RT3.10–RT3.13.

Additional Resources

Reach into Phonics

Lesson 43

Use Context to Confirm or Self-Correct Word Recognition and Understanding	CC.4.Rfou.4.c

ESL Kit

ESL Teacher's Edition pages T198a–T213

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

- ☑ **Spell Words with Plurals Formed by Adding *-s, -es***
- ☑ **Use Commonly Misspelled Words Correctly**

SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	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 Plurals Formed by Adding *-s, -es*	
1. batches	Flora and Nona made three ***batches*** of cookies.
2. benches	We like to rest on park ***benches*** after we get tired of walking.
3. bosses	Tino visited his dad at work and met the ***bosses*** who run the store.
4. compasses	These ***compasses*** show which direction is north.
5. deserts	Camels survive the hot, dry ***deserts*** because they store energy in their humps.
6. fences	***Fences*** help keep children safely inside their yards.
7. jackets	We wear ***jackets*** in the fall when the weather is cool.
8. passes	Band members got ***passes*** for the concert so their families could get in free.
9. patches	I sewed ***patches*** on the knees of my old jeans and wore them for gardening.
10. peaches	Cara doesn't like to eat ***peaches*** because they have fuzzy skins.
11. photographs	Jordan used his new camera to take ***photographs*** of his class.
12. porches	After the blizzard, everyone shoveled snow off their ***porches*** and front steps.
13. rashes	Ren's sisters got itchy ***rashes*** from touching poison ivy.
14. towers	Castle guards watched for enemies from high ***towers***.
15. wishes	The story of Aladdin is about ***wishes*** made on an old oil lamp.
Watch-Out Words	
16. by	Standing ***by*** the dock, we watched the ship leave the harbor.
17. bye	We waved ***bye*** for ten minutes as the ship headed out to sea.
18. buy	Tired and hungry, we went into the Harbor Cafe to ***buy*** lunch.

Sort Plurals Day 2 — Option 1

MATERIALS

index cards, 17 per pair of students

Teach

Display the words *rivers, passes,* and *rushes*. Underline the *s* or *es* as you explain: *We make most nouns plural by adding -s to the end of the word. However, if the singular noun ends in* -s, -ss, -sh, -ch, -x, -z, *or sometimes* -o, *we form the plural by adding* -es.

Prepare

- Have partners think of things associated with Earth's extremes. Have them choose an "extreme" word with a plural form ending with *-s,* and another "extreme" word with a plural form ending with *-es*.
- Have students write each word on a separate card. If students need help thinking of "extreme" words, prompt them with ideas: freeze, gush, melt, burst, buzz, fix, mix crush, crack, fresh.
- Have partners write a separate word card for each of the first 15 spelling words.

Play a Game

- Have partners take turns placing spelling word cards on the "extreme" word that forms the plural in the same way (*-s* or *-es*).
- When all cards have been placed, have students chorally read the words in each pile.

Demonstrate Command of Spelling	CC.4.L.2
Spell Grade-Appropriate Words	CC.4.L.2.d
Understand Word Relationships	CC.4.L.5

Classify Day 2 — Option 2

MATERIALS

index cards, 18 per pair of students

Practice

- Have partners write each spelling word on a separate card:
- Explain that there are many ways words can be sorted. Display the following categories:

Living/Non-Living
Easy Words/Hard Words
Two Syllables/Three Syllables

- Tell students to make a chart with the category names as headings.
- Encourage them to add new categories.
- Have students write the spelling words under the correct heading.

Use Syllabication Patterns to Read Multisyllabic Words	CC.4.Rfou.3.a
Understand Word Relationships	CC.4.L.5

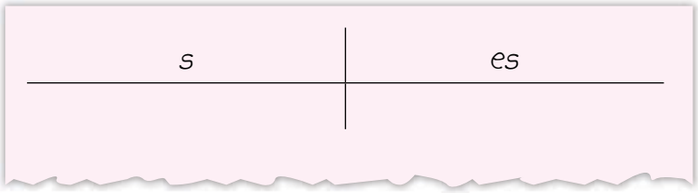
= one student = two students = three or more students

Plurals with *-s, -es*

What's the Pattern? Day 3 Option 1

MATERIALS
scissors • highlighter

Prepare
- Have students write the spelling words on a piece of paper and highlight the ending consonants or digraphs.
- Tell students to cut out each word.
- Have students divide a new piece of paper into two columns and write *s* at the top of one column and *es* at the top of the other.



Practice
Have students use the ending letters in each spelling word to sort the words and place each word in the correct column.

Apply Phonics Skills	CC.4.Rfou.3

Alphabetize Day 3 Option 2

MATERIALS
index cards, 18 per student • dictionary • timer

Prepare
- Have each student write the spelling words on separate cards.
- Tell students to consult a dictionary to determine the correct alphabetical order for *by* and *bye*. (by, bye)

Play a Game
- Have each student place his or her cards face down and mix them up.
- At a signal, tell students to turn over the cards and arrange them in alphabetical order as quickly as they can.
- After three minutes, have students count the words they alphabetized correctly. Assign a point for each correctly alphabetized word.
- Have students remix the cards for another round.
- After several rounds, the winner is the student with the most points.

Spell Grade-Appropriate Words	CC.4.L.2.d
Consult Print References	CC.4.L.4.c

Use a Dictionary Day 4 Option 1

MATERIALS
index cards, 15 per group • 1 dictionary per group

Prepare
- Have students write the singular and plural forms of each spelling word on a card.
- Tell students to look up each word in a dictionary then write a definition for the plural form of the word on the back of the card.

Play a Game
- Have students place the cards on the table with the definitions visible.

batch
batches

amounts made at one time

- Tell students to take turns picking a definition and then stating and spelling aloud the spelling word that goes with it.
- Have group members check each other's spelling. If a student names and spells the word correctly, he or she keeps the card.
- If a student states the wrong word or misspells the correct word, tell the student to return the card to the table.
- Have students continue until all cards are picked. The student with the most cards wins.

Demonstrate Command of Spelling	CC.4.L.2
Spell Grade-Appropriate Words	CC.4.L.2.d
Consult Print References	CC.4.L.4.c

Multiple Meanings Day 4 Option 2

MATERIALS
print or online dictionary

Practice
- Have students look up each of these words in a print or online dictionary: *bench, compass, jacket, patch, rash.*
- Have students write each word and follow it with two or more numbered definitions of the word as a noun. Tell students to modify the definitions to fit the plural form of the word.
- Challenge students to write a context sentence for each meaning.

benches: (1) n. long seats where more than one person can sit. We sat on park benches and ate our lunches. (2) n. a long table used to lay out work or tools. Dad has two benches in the garage to keep his projects organized.

Determine Meanings of Multiple-Meaning Words	CC.4.L.4
Consult Print References	CC.4.L.4.c

Week 4 Daily Grammar

OBJECTIVE

Thematic Connection: Exploring Earth's Extremes

- ☑ **Grammar: Use Common and Proper Nouns**
- ☑ **Grammar: Use Irregular Plural Nouns**

COMMON CORE STANDARDS

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3

Day 1

PROGRAM RESOURCES

Common and Proper Nouns: eVisual 3.29

Game: Practice Master PM3.24

MATERIALS

brads, large paper clips, scissors

Teach the Rules

Point out the words *river* and *Amazon River* on **Anthology** page 190. Use **eVisual 3.29** to teach rules for common and proper nouns.

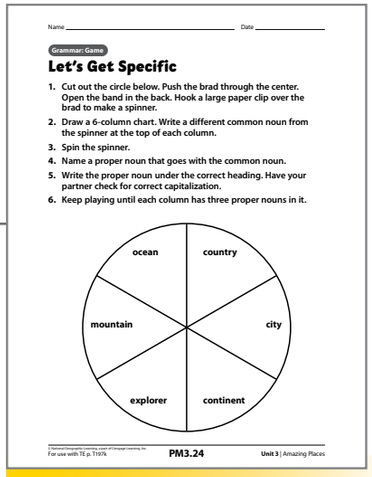
Common and Proper Nouns

• A common noun names any person, place, thing, or idea.	person: **explorer** place: **mountain** thing: **river** idea: **language**
• A proper noun names a particular person, place, thing, or idea.	person: **Marco Polo** place: **Mount Everest** thing: **Amazon River** idea: **Chinese**
• Common nouns start with lower-case letters. Proper nouns start with capitals.	common noun: **continent** proper noun: **Antarctica**

NGReach.com **Common and Proper Nouns: eVisual 3.29**

Play a Game

Give pairs **Practice Master PM3.24**, a brad, and a paper clip. Have them assemble and use the spinner for the game



Name _____ Date _____

Grammar: Game

Let's Get Specific

1. Cut out the circle below. Push the brad through the center. Open the band in the back. Hook a large paper clip over the brad to make a spinner.
2. Draw a 6-column chart. Write a different common noun from the spinner at the top of each column.
3. Spin the spinner.
4. Name a proper noun that goes with the common noun.
5. Write the proper noun under the correct heading. Have your partner check for correct capitalization.
6. Keep playing until each column has three proper nouns in it.

ocean, country, mountain, city, explorer, continent

PM3.24 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.24**

Differentiate

EL English Learners

ISSUE Some students are confused because capitalization rules in some languages differ from those in English.

STRATEGY Provide a chart of English capitalization categories.

Day 2

PROGRAM RESOURCES

Irregular Plural Nouns: eVisual 3.32

Game: Practice Master PM3.25

MATERIALS

index cards

Teach the Rules

Point out the word *people* on Anthology page 200. Use **eVisual 3.32** to introduce irregular plural nouns.

Irregular Plural Nouns

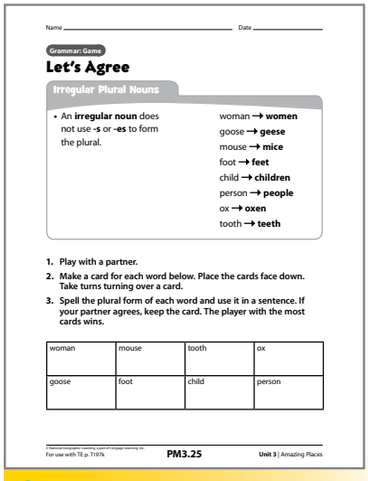
- An irregular noun does not use **-s** or **-es** to form the plural.

Singular	Plural
woman	**women**
goose	**geese**
mouse	**mice**
foot	**feet**

NGReach.com **Irregular Plural Nouns eVisual 3.32**

Play a Game

Pair students and give each pair a copy of **Practice Master PM3.25**. Have them follow the rules to play the game.



Name _____ Date _____

Grammar: Game

Let's Agree

Irregular Plural Nouns

- An **irregular noun** does not use **-s** or **-es** to form the plural.

woman → **women**
goose → **geese**
mouse → **mice**
foot → **feet**
child → **children**
person → **people**
ox → **oxen**
tooth → **teeth**

1. Play with a partner.
2. Make a card for each word below. Place the cards face down. Take turns turning over a card.
3. Spell the plural form of each word and use it in a sentence. If your partner agrees, keep the card. The player with the most cards wins.

woman	mouse	tooth	ox
goose	foot	child	person

PM3.25 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.25**

Differentiate

SN Special Needs

ISSUE Some students may have trouble remembering irregular plurals.

STRATEGY Pair students and provide a chart of irregular plurals and their singular forms for students to use as they play the game.

= one student = two students = three or more students

Daily Language Arts

Day 3

PROGRAM RESOURCES

More Irregular Plural Nouns:
eVisual 3.34

Teach the Rules

Use **eVisual 3.34** to give more examples of irregular plural nouns.

More Irregular Plural Nouns

- Some nouns do not change to form the plural.

Singular	Plural
moose	**moose**
fish	**fish**
deer	**deer**

NGReach.com **More Irregular Plural Nouns eVisual 3.34**

Play a Game

Put students in two teams. Have teams use the word bank to play "Singular or Plural." Explain:

- *Team 1 picks a word from the word bank and uses it in a sentence.*
- *Team 2 identifies whether the word is being used as a singular noun or an irregular plural noun.*
- *If Team 1 agrees that Team 2 has identified correctly how the word is being used, Team 2 gets one point.*
- *Next, Team 2 picks a word and makes a sentence, and Team 1 identifies how the word is being used.*

Have students play until each team has earned five points.

fish	series	deer	moose	sheep	swine

Differentiate

BL Below Level

ISSUE Some students may have trouble remembering irregular plurals.

STRATEGY Have students draw pictures of images that represent irregular nouns and label them. Encourage them to add more pictures as they encounter more irregular plural nouns.

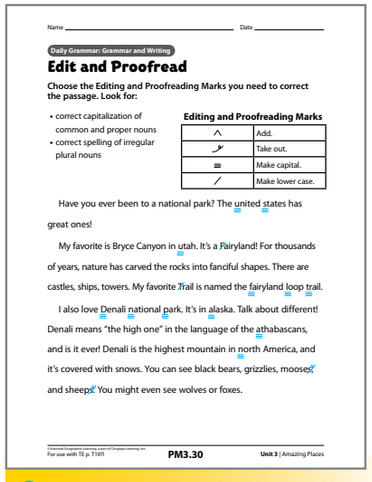
Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.30

Grammar and Writing

Distribute **Practice Master PM3.30**. Have students use editing and proofreading marks to correct errors with common and proper nouns and with irregular plurals.



Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct capitalization of common and proper nouns
- correct spelling of irregular plural nouns

Editing and Proofreading Marks

^	Add.
⌒	Take out.
≡	Make capital.
/	Make lower case.

Have you ever been to a national park? The united states has great ones!

My favorite is Bryce Canyon in utah. It's a Fairyland! For thousands of years, nature has carved the rocks into fanciful shapes. There are castles, ships, towers. My favorite Trail is named the fairyland loop trail.

I also love Denali national park. It's in alaska. Talk about different! Denali means "the high one" in the language of the athabascans, and is it ever! Denali is the highest mountain in north America, and it's covered with snows. You can see black bears, grizzlies, mooses, and sheeps. You might even see wolves or foxes.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T197I

PM3.30 Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.30**

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A3.31-A3.34

Review and Assess

Round 1: Display the nouns below. Have partners write a common noun for each proper noun. Then have them choose four of the common nouns and write a sentence using each one.

London	Mount Fuji	The Mayflower
China	French	Columbus

Round 2: Display the nouns below. Have partners write the plural noun for each singular noun. Then have them use four of the plural nouns in sentences.

fish	series	deer	moose	sheep	swine

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

Week 4 Daily Writing Skills

OBJECTIVE

Thematic Connection: Exploring Earth's Extremes

☑ **State Main Idea Clearly and Use Supporting Details**

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Convey Ideas	CC.4.W.2
Develop the Topic	CC.4.W.2.b
Write Over Shorter Time for Specific Purposes	CC.4.W.10

Introduce Main Idea and Details Day 1

PROGRAM RESOURCES

Main Idea and Supporting Details: eVisual 3.30

Teach the Skill

Main Idea and Supporting Details

Many kinds of animals live in the layers of the Amazon rain forest. High in the canopy, or the top layer of the treetops, animals like monkeys and parrots make their homes. Even though tall trees keep sunlight from reaching the forest floor, creatures like jaguars and anteaters still live on the ground.

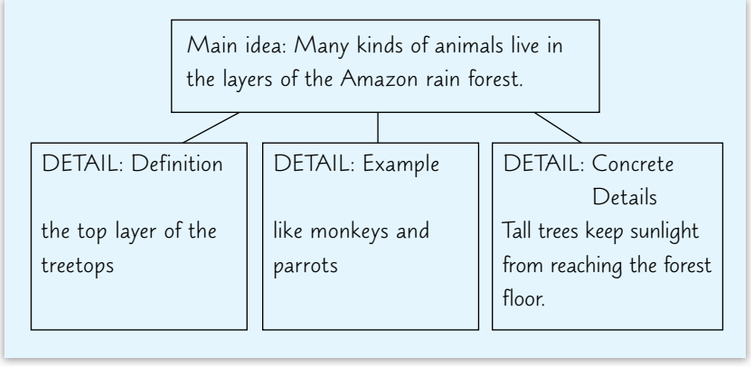
NGReach.com **Main Idea and Supporting Details: eVisual 3.30**

WHITEBOARD TIP: Use colored markers to distinguish the main idea and supporting details.

Read the paragraph aloud. Then explain the skill: *The main idea is the most important idea about the topic. In this paragraph, the first sentence states the main idea.*

Point out the main idea of the paragraph. Remind students that they have learned about how details can support, or tell more about, main ideas. Have volunteers mark some details they see in the paragraph.

Elaborate: *This paragraph uses three kinds of details to support the main idea.* Display and explain the Main Idea and Supporting Detail Map. Point out examples in the paragraph of each kind of detail.



Main Idea and Supporting Detail Map

Invite students to find other details in the paragraph and add them to the map.

Choose Supporting Details Day 2 Option 1

Introduce

Copy and display these details about people who explore caves.

1. climb and crawl through narrow passageways
2. wear headlamps, headbands with lights attached
3. often use ropes in steep or slippery passageways
4. may fall or get lost
5. remember the route back out
6. fearless or unafraid of small, dark places

Prompt

Explain that students will write paragraphs that include this main idea:

Exploring caves is an exciting sport that requires many skills.

Have groups label each detail as a definition, an example, or a concrete detail and discuss which details best support the main idea. Have individual students write paragraphs using details they choose from the list. Encourage students to use at least one of each kind of detail in their paragraphs.

Add Supporting Details Day 2 Option 2

Introduce

Have students take from their Weekly Writing folders the descriptions they wrote on Day 4. Explain that students will check for and add supporting details to their descriptions. Encourage students to include at least one of each kind of detail in their descriptions.

Prompt

Have partners exchange papers, read the descriptions, and help each other identify additional details, such as definitions, examples, and concrete details that students could include in their descriptions to provide more information about their main ideas. Then have individual students revise their descriptions.

Main Idea and Supporting Details

SUGGESTED PACING

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

Develop Supporting Details Day 3 Option 1

MATERIAL
timer

Introduce

Display the main idea sentence frame and explain that students will use it to write paragraphs that contain supporting details.

_____ is my favorite vacation spot because _____.

Prompt

Have students complete the sentence frame and discuss details about their favorite vacation spots with partners.

Set the timer and have students work on their own to write their paragraphs. Encourage students to include all three kinds of supportive details.

Develop Main Idea and Details Day 4

Introduce

Point to the photograph of the climber on page 202. Work with students to describe the subject of this photo. Discuss which specific details in the scene might have inspired Jimmy Chin to take this photograph.

Practice

Have students write a paragraph about this photograph by Jimmy Chin. Remind students to include a main idea that expresses their most imortant idea about the photograph. Tell them to support their main idea with details. Have students read their paragraphs in small groups for feedback.

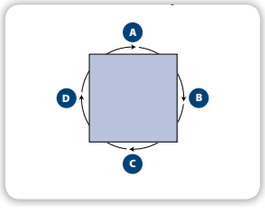
Decide the Main Idea Day 3 Option 2

PROGRAM RESOURCES

Digital Library Key Word Image for *canyon*

Introduce

Display the image of the canyon. Have groups use **Team Word Webbing** to create lists of all the details they can find in the image. Then have each group reach consensus about a main idea sentence for the image.



Team Word Webbing

Prompt

Have each student write a paragraph, using the group's main idea sentence and as many details as they can.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A3.31–A3.34

Review the Skill

Have each student write a paragraph based on the prompt below. Ask partners to trade paragraphs, underline the main idea, and circle the supporting details.

Choose an extreme place you know about. Write a main idea sentence that states why you consider the place extreme. Write at least three details that support your main idea.

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

Day 1 Listen and Comprehend

Biographical Sketch

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

- ☑ **Determine Word Meanings and Understand Word Relationships**
- ☑ **Comprehend Visual Information**

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 3.28

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Interpret Information Presented Visually	CC.4.Rinf.7
Make Connections Between Text and Presentation	CC.4.Rlit.7
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4a
Speaking and Listening	
Follow Rules for Discussions	CC.4.SL.1.b
Language and Vocabulary	
Determine Meanings of Words and Phrases	CC.4.L.4
Understand Word Relationships	CC.4.L.5

WARM-UP

Have partners review the texts that they read in Week 3, including "Extreme Earth" and *Animals of Denali.* Ask: *What **physical features** can make a place extreme?* (Possible responses: tall mountains, deep **canyons**)

Academic Talk

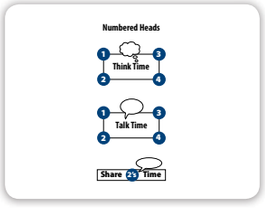
1 Discuss the Big Question

Remind students that when they discuss the Big Question, they will build on the ideas of others. Remind students that building on others' ideas also builds cooperation and respect and helps a conversation flow smoothly.

Ask a volunteer to give one response to the Big Question. Think aloud: *What, specifically, can I add to that idea?* Then model adding an idea. Ask: *Who can add to my idea?* Explain that using words such as *and* and *also* can help link ideas from one person to the next.

Use a **Numbered Heads Together** to have students discuss the Big Question in relation to "Extreme Earth." Remind students to build on others' ideas.

- Have students form groups of four and number off within their groups.
- Have group members take turns offering and building on reasons to learn about other places, using examples from "Extreme Earth."
- Call out a number and have the student with that number in each group share all the group's ideas with the class.



Numbered Heads Together

*For **Numbered Heads Together**, see page BP46.*

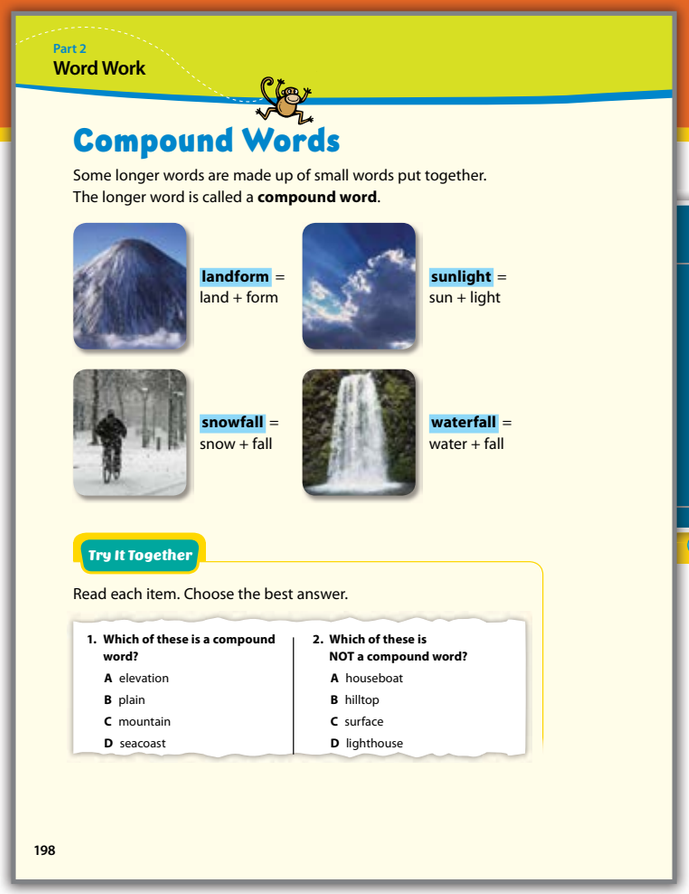
Vocabulary Strategy

2 Compound Words ☑ Anthology page 198

Read aloud the introduction, projecting **Student eEdition** page 198. Say: *The word* compound *means "to combine."*

Point to the four compound words and explain: *Compound words combine two smaller words. You can use the meaning of each smaller word to figure out the meaning of the compound word.*

Model using the strategy for *landform*: *What does* land *mean?* (a **surface** on Earth) *What does* form *mean?* (shape) *What does **landform** mean?* (the shape of a surface on Earth) Repeat the strategy using the remaining words.



Part 2
Word Work

Compound Words

Some longer words are made up of small words put together. The longer word is called a **compound word**.

landform = land + form

sunlight = sun + light

snowfall = snow + fall

waterfall = water + fall

Try It Together

Read each item. Choose the best answer.

1. **Which of these is a compound word?**
   - **A** elevation
   - **B** plain
   - **C** mountain
   - **D** seacoast

2. **Which of these is NOT a compound word?**
   - **A** houseboat
   - **B** hilltop
   - **C** surface
   - **D** lighthouse

198

Anthology page 198

3 Try It Together ☑ Anthology page 198

Explain: *Not all long words are compound words. A compound word is a long word that you can split into two smaller, complete words.* Read the directions aloud and have partners work together to answer the questions. (question 1: D; question 2: C)

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Word Meanings and Understand Word Relationships ☑

As students complete **Try It Together,** ask them to determine the meaning of each compound word.

If students cannot define the compound words, remind them that a compound word combines two smaller, complete words to make a new word. Then have students

- Write the compound words (seacoast, houseboat, hilltop, lighthouse)
- Circle smaller, complete words they find within the words
- Define the meaning of each compound word by pointing to the circled word in each word and saying this sentence frame aloud:

  The word _____ means _____, and the word _____ means _____, so the word _____ means _____.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T197m–T197n)
- ✓ Power Writing (T197o, T198c, T203a, T205c, T205e)
- ✓ Writing (T198b, T202–T203, T204, T205f, T205i)
- ✓ Writing Project (T206–T211)

Differentiate

BL Below Level

ISSUE Students are not able to identify compound words and determine their meanings.

STRATEGY Write *seacoast* on a large index card. Cut the index card into the two smaller words: *sea* and *coast*. Point out that each word is a complete word, with its own meaning. Think aloud as you write simple meanings for each word on the back of each card and discuss how the meaning of the compound word relates to the shorter words' meanings. Repeat for *houseboat*, *hilltop*, and *lighthouse*.

AL Above Level

ISSUE Students can easily identify compound words and determine their meanings.

STRATEGY Ask students to use the vocabulary strategy to determine the meaning for each of these words: *landmass, seaport, everglade,* and *waterfront.* Then ask students to discuss how the meanings of the shorter words relate to the compound words' meanings.

Listen and Comprehend

Biographical Sketch

Fluency

Model Expression As you read the Read Aloud, model how to read text with feeling. Explain: *When you read with expression, change your voice to support the meaning of the text. Listen to how my voice changes when I read different sentences.*

Best Practices

Encourage Elaboration As students discuss the pictures, use specific prompts:

- *What does this picture show?*
- *How was this subject mentioned in the biographical sketch?*
- *What extra information does the picture give you?*

Comprehension

4 Interpret Visuals

Introduce: *The visual **features**, or graphics, of a text can help you understand the text's main ideas. For example, authors of nonfiction texts often include photographs and illustrations to help you visualize facts.*

Read aloud the first paragraph of **eVisual 3.28**. Reread and pause to point out the nature photograph taken by Jimmy Chin, the subject of the biographical sketch. Explain how the photograph adds to the meaning of the text: *I read that Jimmy Chin takes photographs of things in nature. This is an example of his work. Now I have a better idea of what he does in his career.*

Read Aloud

Biographical Sketch

Picturing Details

Composing, or putting together, a photograph requires an eye for detail. Photographers have to figure out how the subject will look in relation to the border and other details in the picture. They have to make sure that the different parts of the scene appear and that the subject is clear. If the subject is a person, it should be clear what the person is doing. If the person's environment is important, it should be visible. Nature photographer Jimmy Chin has succeeded because of his strong implementation of these composition skills.

Jimmy Chin took this photograph in Yosemite National Park.

Chinese character for the word mountain

Chin grew up in a Chinese American home. His parents taught him how to draw Chinese characters, which are figures that represent sounds and words. Using a brush and ink, Chin learned how to craft these characters carefully. He knew that if a detail was wrong, the meaning of the written words might change. Chin credits his practice of drawing characters with his ability to compose photographs well. His images of mountain climbers in extreme conditions show small details that tell a story. Jimmy Chin knows that the power of his photos depends on his careful control of details: If the **features** in the scene were balanced differently, the meaning of the picture would change.

NGReach.com **Read Aloud: eVisual 3.28**

INTERACTIVE WHITEBOARD TIP: Have students underline text supported by the graphics.

Have partners explain how the two graphics relate to the rest of the text, stating how they provide information about Chin's personality. Provide examples:

- The picture of the Chinese character shows me an example of the details in Chinese characters. I see that Jimmy would have to pay attention to the details of how it should look.
- The photograph also shows that Jimmy had to pay attention to how all the details would fit together to show what mountain climbing is like. He had to make sure that we could see the mountain **surface** and how the climber is moving.

See **Differentiate**

Check & Reteach

OBJECTIVE: Comprehend Visual Information ☑

As partners discuss the Read Aloud, note whether they understand the content of the two images and how the images relate to the text.

If students have difficulty interpreting the visual information, say: *The caption under this picture tells us that this is a Chinese character. Where in the text did we see Chinese characters mentioned?* (in the second paragraph) *Why is this illustration helpful when we try to learn about Jimmy Chin?* (It helps us see the details in the kind of hand-drawn character he would know.)

Writing

Display this sentence: *The Great Barrier Reef runs 1,250 miles along the northeastern coast of Australia.* Explain: *A visual would help my reader understand this information even better.* Display a hand-drawn sketch of Australia with the Great Barrier Reef labeled.

Have students look through their Weekly Writing folders to choose pieces of writing that could be accompanied by graphics. Have each student sketch a picture or find an image in the **Digital Library** that clarifies a concept. Then have each student write a sentence under the graphic about how it adds to the writing. Have students add their graphics to their Weekly Writing folders.

WRAP-UP Have students think about the texts they read today. Have them point out visual features that helped them understand the texts.

Daily Language Arts

Daily Spelling and Word Work ☑
Spelling Pretest page T197i

Daily Grammar ☑
Point out the words *river* and *Amazon River* on **Anthology** page 190 . Then use page T197k to teach common and proper nouns.

Daily Writing Skills ☑
Point out the first sentence in the **Read Aloud**, and how it is supported by the details contained in the next four sentences. Then use page T197m to teach about main idea and supporting details.

Differentiate

SN Special Needs

ISSUE Students have trouble understanding the concept of Chinese characters.

STRATEGY Explain that the Chinese language uses pictures to represent words rather than letters. Some characters like the character for mountain are a picture of an object. Discuss how the character looks a little like a mountain.

BL Below Level

ISSUE Students have difficulty understanding how Chin's knowledge of Chinese characters helps his photography skills.

STRATEGY Have students describe what they see in the pictures. Then ask questions to help them make connections: *What kinds of skills would someone need to take this picture? What skills would someone need to draw this character correctly?*

Day 2 Read and Comprehend

Profile

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

- ☑ **Determine Word Meanings and Understand Word Relationships**
- ☑ **Visualize to Comprehend Text**
- ☑ **Comprehend Visual Information**

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the word *landform*.

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

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Interpret Information Presented Visually	CC.4.Rinf.7
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Writing	
Write Opinions on Texts	CC.4.W.1
Provide Reasons	CC.4.W.1.b
Language and Vocabulary	
Determine Meanings of Words and Phrases	CC.4.L.4
Understand Word Relationships	CC.4.L.5

WARM-UP

Display these words: *land, fall, light, house, water, boat, hill, side, water, snow, slide, under, rain, forest, form.* Have partners write as many compound words as they can think of in one minute. Have partners look up any unfamiliar words to confirm that they are compounds.

Vocabulary Strategy

1 More Compound Words ☑

Review the Word Work lesson on page T197o. Write the word *earthquake*. Have students identify the two shorter, complete words and use their meanings to determine the meaning of the compound word. Display these sentences:

1. I stopped at the crosswalk to let people walk across the road.
2. The train traveled southwest from Ohio to California.
3. Let's head outdoors as soon it stops raining.
4. Many crops grow better on flatlands than in the mountains.

Have students identify the compound words. Ask: *How can you figure out the meaning of each word?* Explain how the words *walk across the road* show that *crosswalk* has to do with walking across a road.

Have partners discuss the meaning of each shorter word and use the two definitions and context to determine the meaning of the compound word.

Check & Reteach

OBJECTIVE: Determine Word Meanings and Understand Word Relationships ☑

Listen as students define the compound words.

If students cannot determine the meaning, have them work with partners to split the word into two shorter, complete words and look up each shorter word in a dictionary.

Academic Talk

2 Preview and Predict

Remind students: *When you preview a text, look at the photographs and their captions to predict what the text will be about.* Project **Student eEdition** pages 199–203. Have partners preview the photographs and read the captions. Then have partners discuss their predictions.

NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Would you like to visit amazing places? Find out about a person who photographs amazing places.

Genre A **profile** briefly describes a person. It tells what the person does and cares about.

Photographing the WORLD

by KRISTIN COZORT

GROWING UP in the **flatlands** of southern Minnesota, Jimmy Chin dreamed of places with high, snowy mountains and tall rock towers. 1

▲ Jimmy Chin

He was 12 when he first **fell in love with** the outdoors. Chin explains that after a family trip to Glacier National Park, "I was changed forever. Spending time in the mountains and rock climbing became **my passions**." 2

In Other Words

flatlands plains

fell in love with began to like

my passions the things I liked the most

Before You Move On

1. **Make Connections** Picture the place where Jimmy Chin grew up. Now picture the mountains. Which do you prefer? Why?
2. **Analyze** How did a trip to Glacier National Park change Chin? How do you know?

199

STUDENT TECHNOLOGY

Student eEdition

NGReach.com

Anthology page 199

Reading

3 Read a Profile **Anthology** page 199

CONNECT ACROSS TEXTS Project **Student eEdition** page 199. Ask students to describe some of the amazing places they learned about in "Extreme Earth." Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *A profile tells facts about and describes a real person. It can also contain quotations from the person.*

SCIENCE BACKGROUND Explain the terms *glacier* and *avalanche*: *A glacier is a large body of ice that moves very slowly across the land, a tiny bit at a time. An avalanche is a large mass of snow and ice falling down the face of a mountain.*

Read and Build Comprehension

1 **Make Inferences** *Why did Chin dream of mountains as a boy?* (He lived in the **plains**, a flat **region**. He wanted to know what mountains were like.)

2 **Clarify Language** *The author says that Jimmy "fell in love with the outdoors." Where can you find the meaning of this phrase?* (at the bottom of the page, under In Other Words) *What does the phrase mean?* (He began to really like the outdoors.)

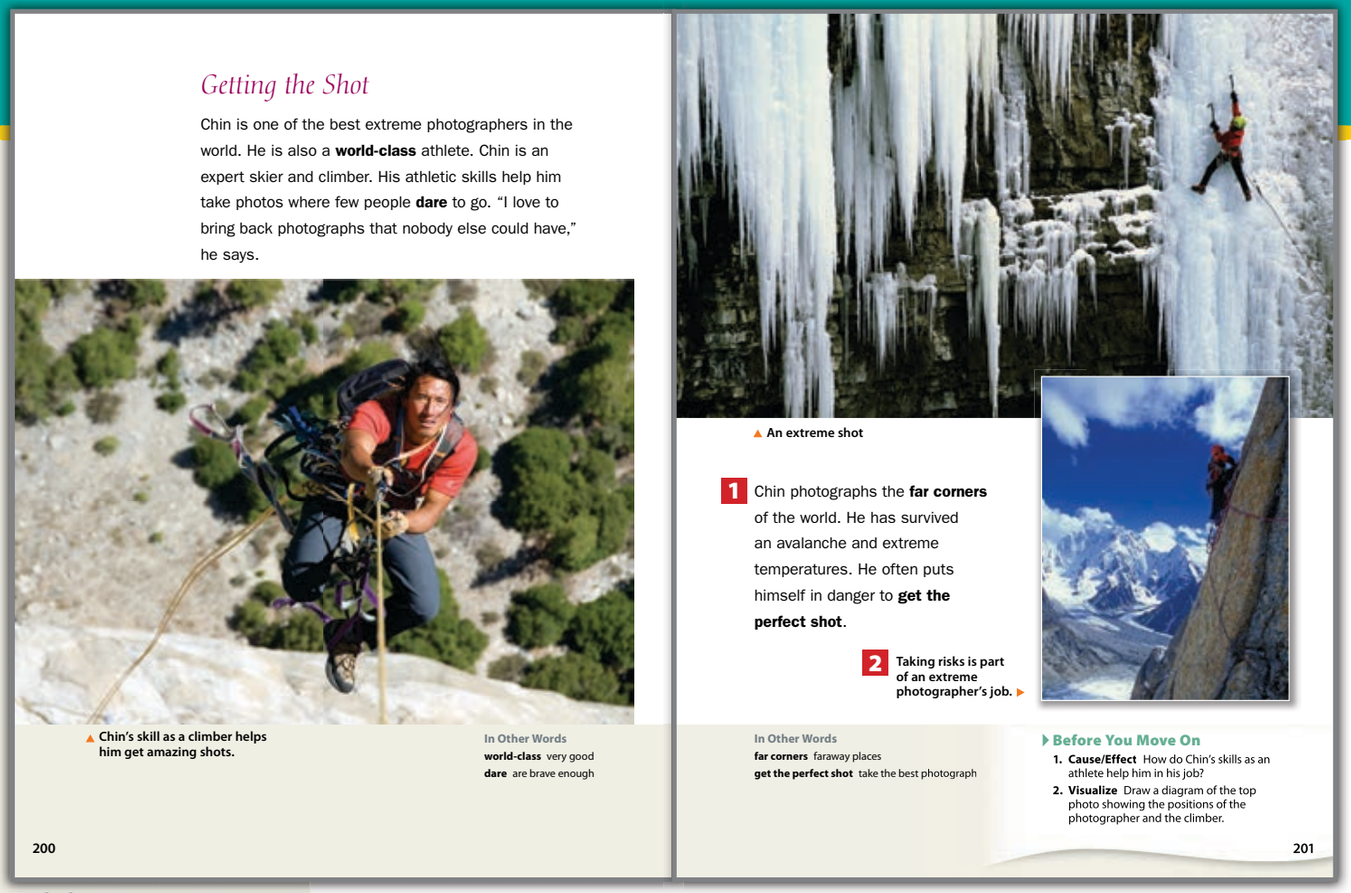
Fluency

Practice Expression, Accuracy, and Rate As students read, monitor their expression, accuracy, and rate.

Answers Before You Move On

1. **Make Connections** Students should explain their opinions.
2. **Analyze** Visiting Glacier National Park made Chin fall in love with the outdoors and convinced him that he wanted to spend time in the mountains and go rock climbing. I know because he says so.

Day 2



Getting the Shot

Chin is one of the best extreme photographers in the world. He is also a **world-class** athlete. Chin is an expert skier and climber. His athletic skills help him take photos where few people **dare** to go. "I love to bring back photographs that nobody else could have," he says.

▲ Chin's skill as a climber helps him get amazing shots.

In Other Words
world-class very good
dare are brave enough

200

▲ An extreme shot

1 Chin photographs the **far corners** of the world. He has survived an avalanche and extreme temperatures. He often puts himself in danger to **get the perfect shot**.

2 Taking risks is part of an extreme photographer's job. ▶

In Other Words
far corners faraway places
get the perfect shot take the best photograph

Before You Move On
1. **Cause/Effect** How do Chin's skills as an athlete help him in his job?
2. **Visualize** Draw a diagram of the top photo showing the positions of the photographer and the climber.

201

Anthology
pages 200–201

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T197i

Daily Grammar ☑
Point out the word *people* on **Anthology** page 200. Then use page T197k to teach irregular plural nouns.

Daily Writing Skills ☑
Point to the paragraph on **Anthology** page 202. Then use page T197m to teach main ideas and supporting details.

Read and Build Comprehension

1 Visualize ☑ *How do you visualize Chin when you read this paragraph?* (Possible response: Chin is frightened and covered in snow, in freezing temperatures.) *How does this help you understand the text?* (It helps me imagine the dangerous situations Chin puts himself in to take great pictures.)

2 Interpret Visuals ☑ *How do the photos and captions help explain the main idea and details in the text?* (The photos show Chin in some of the dangerous places described in the text. The captions tell how Chin's climbing skills and willingness to take risks help him take great photos.)

3 Express Opinions *In your opinion, is the photo on page 202 amazing? Why or why not?* (Possible response: The photo is amazing because it shows the smallness of the climber in relation to the ice he is climbing.)

Check & Reteach

OBJECTIVE: Visualize to Comprehend Text ☑

Listen to responses to question 1. If students cannot visualize Chin, prompt them with questions: *How would he feel in an avalanche? What would he see?*

OBJECTIVE: Comprehend Visual Information ☑

Listen to responses to question 2. If students cannot make the connection between the photographs and main ideas, have them first identify the main ideas of the text. Say: *Keep this main idea in mind when you look at each picture. What is the connection between the ideas and pictures?*

Answers Before You Move On

1. **Cause/Effect** Chin's athletic skills help him climb to high **elevations** and take photos of **landforms** that less athletic photographers would not be able to reach.
2. **Visualize** ☑ Diagrams should show that the photographer is positioned at the same **elevation** as the climber, at some distance directly across from him.

Telling the Story

Photography can show the world's landscapes and **document** important events. Three or four times a year, Chin helps photograph major **expeditions**. He compares photographing to filmmaking. "Photographing an expedition is storytelling," he says.

▲ Chin tells stories using photographs instead of words.

In Other Words
document show what happened during
expeditions trips to explore faraway places

202

In a distant ~~region~~ of Tanzania, Africa, Chin photographed a zebra walking across the dry ~~plains~~.

Raising Awareness

Chin hopes his pictures will **raise awareness** about the beauty of the **physical** world. He says, "I know photography can be a powerful tool." ❖

3

In Other Words
raise awareness teach people

Before You Move On

1. **Interpret** Why does Chin say that photography is like storytelling?
2. **Make Connections** How is photography a powerful tool? How else can you raise awareness?

203

Anthology
pages 202–203

Writing

4 Write a Response

Remind students that Jimmy Chin travels to dangerous places so he can take pictures that show people what extreme **landforms** are like. Ask: *Did you enjoy reading about a person who travels to amazing places? Why or why not?*

Model a response to the profile: *I liked reading about Jimmy Chin because I think his job is amazing. I would never be brave enough to explore extreme **regions** the way he does. Pictures like the one on page 200 show the extreme conditions he endures.*

Discuss what students thought of the profile and Jimmy Chin's life. Have individuals write their opinion of the profile at the top of a sheet of paper and list examples from the text below it. Students can add their responses to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students form groups. One student in each group names an amazing place from one of the day's readings, and gives one detail to support why it is amazing. Other students take turns adding more details.

Differentiate

BL Below Level

ISSUE Students have difficulty finding examples to support their opinions.

STRATEGY Prompt: *Would you like to have Chin's job? Why or why not? Point to a picture and tell how it shows what you mean.*

AL Above Level

ISSUE Students use mostly simple sentences.

STRATEGY Encourage students to use a variety of sentences, such as compound and complex sentences.

Answers Before You Move On

1. **Interpret** Chin thinks taking pictures is like storytelling because his photographs can show places and events in detail.
2. **Make Connections** Students should explain that photographs can help readers visualize the **physical** world by showing places and events as they happen. Students may mention that people can use other media, such as the Internet, to raise awareness.

Day 3 Read and Comprehend

Social Studies Article and Profile

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

☑ **Interpret Text Features to Comprehend Text**

☑ **Grammar: Use Plural Nouns**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Text Features: Practice Master PM3.26

Grammar Passage: Practice Master PM3.27

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.33

MATERIALS

timer • poster paper

Power Writing

Have students write as much as they can as well as they can in one minute about the Key Word *physical*.

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

Fluency

Practice Expression As partners reread the profile aloud, circulate and listen for correct expression.

COMMON CORE STANDARDS

Reading	
Interpret Information Presented Visually	CC.4.Rinf.7
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Speaking and Listening	
Report on a Text	CC.4.SL.4
Language and Vocabulary	
Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3
Acquire and Use Domain-Specific Words	CC.4.L.6

WARM-UP

Say: *Yesterday we saw some of Jimmy Chin's amazing photographs.* Ask for volunteers to share their favorites with the class. Prompt students to use as much descriptive language as they can.

Vocabulary Review

1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 204. Also display the word ***outline***. Read aloud all the words. Ask: *Which of these words can you use to describe what we read yesterday?* Ask volunteers to share responses, and then use the words orally in a sentence.

Have partners work together to draw a map of an imaginary landscape containing a **canyon**, a **plateau**, a **valley**, a **plain**, and part of an **ocean**. Have students use the rest of the Key Words in labels and captions that describe each **feature** in their drawing.

Review and Integrate Ideas

2 Compare Text Features ☑ Anthology page 204

Read aloud the instructions on **Student eEdition** page 204. Explain: *A comparison chart shows how two or more things are alike and how they are different.* Read the list in the Features column of the comparison chart.

Have partners reread the profile, review the social studies article, and and look for examples of each text feature. Have them complete the comparison chart on **Practice Master PM3.26** and discuss how the text features helped them understand each selection.

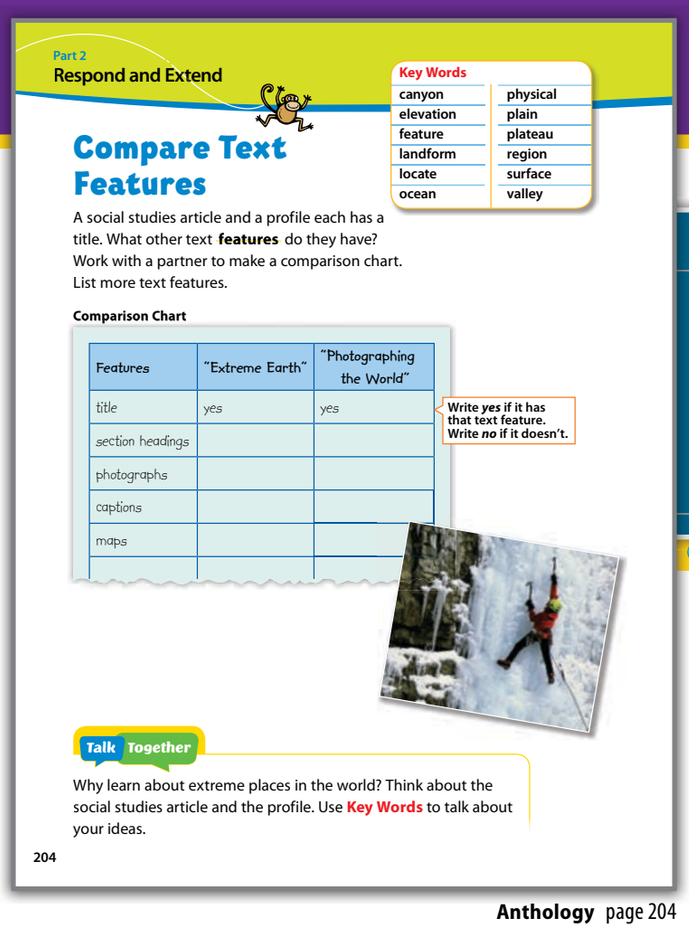
Ask questions to help guide discussion: *Which text **features** helped you follow a text's main ideas? Which **features** helped you visualize what an author explained?*

Check & Reteach

OBJECTIVE: Interpret Text Features to Comprehend Text ☑

As partners discuss how the text features helped them understand the text, have them point out examples.

If students do not explain how the text features helped them understand the text, demonstrate identifying each text's main ideas simply by reading the title, headings, and captions, as well as studying the photos, graphs, maps, and diagrams.



Part 2
Respond and Extend

Compare Text Features

Key Words

canyon	physical
elevation	plain
feature	plateau
landform	region
locate	surface
ocean	valley

A social studies article and a profile each has a title. What other text **features** do they have? Work with a partner to make a comparison chart. List more text features.

Comparison Chart

Features	"Extreme Earth"	"Photographing the World"
title	yes	yes
section headings		
photographs		
captions		
maps		

Write *yes* if it has that text feature. Write *no* if it doesn't.

Talk Together

Why learn about extreme places in the world? Think about the social studies article and the profile. Use **Key Words** to talk about your ideas.

204

STUDENT TECHNOLOGY
Student eEdition
Resources
NGReach.com

Anthology page 204

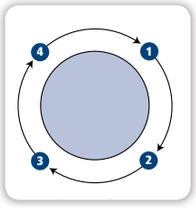
Academic Talk

3 Talk Together **Anthology** page 204

Use a **Roundtable** to discuss a variation of the Big Question: *Why learn about extreme places?*

- Have students form groups of four.
- Have each student think about "Extreme Earth" and answer the question.
- Repeat for "Photographing the World."

*For **Roundtable**, see page BP46.*

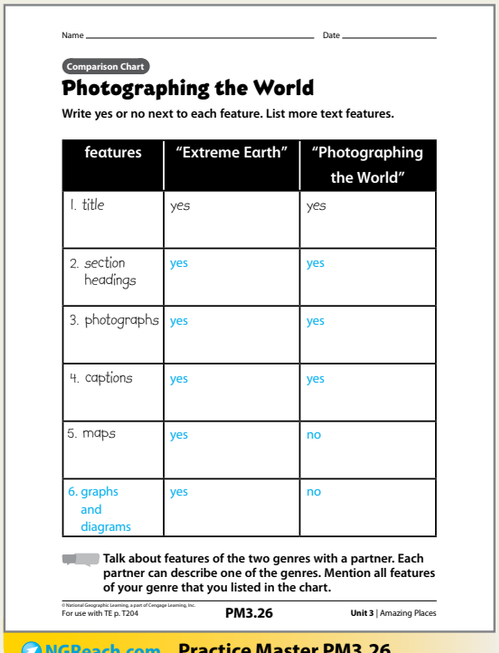


Roundtable

Best Practices

Encourage Debate Invite students to ask each other for justification of ideas. Provide examples:

- *You said that both selections are about **landforms**. What makes you think that?*
- *What part of "Photographing the World" makes you think that?*
- *So are you saying that "Extreme Earth" is about **landforms**?*



Name _____ Date _____

Comparison Chart

Photographing the World

Write yes or no next to each feature. List more text features.

features	"Extreme Earth"	"Photographing the World"
1. title	yes	yes
2. section headings	yes	yes
3. photographs	yes	yes
4. captions	yes	yes
5. maps	yes	no
6. graphs and diagrams	yes	no

Talk about features of the two genres with a partner. Each partner can describe one of the genres. Mention all features of your genre that you listed in the chart.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T204

PM3.26

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.26**

Read and Comprehend

Social Studies Article and Profile

Differentiate

EL English Learners

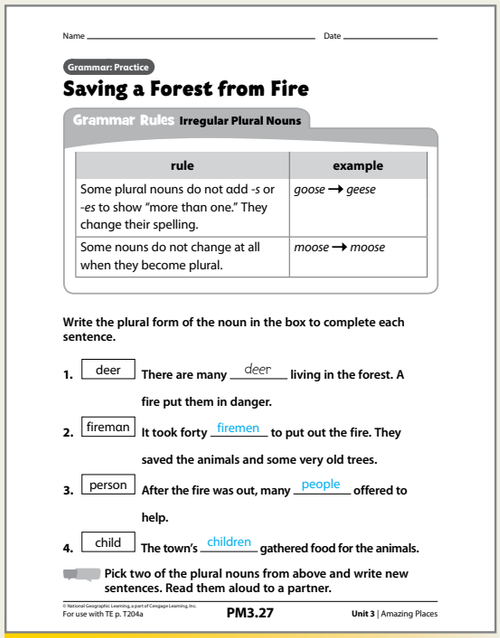
ISSUE Students have difficulty identifying irregular plural nouns.

STRATEGY Prompt with questions: *How are irregular plural nouns different from regular plural nouns?* (They do not end in -s or -es.) *Where can you find out how some irregular plural nouns are spelled?* (chart on page 205) Also point out the chart on **Anthology** pages 596–597.

AL Above Level

ISSUE Students would like to find more irregular plurals.

STRATEGY Challenge students to find the four irregular plural nouns in the report "Life in Death Valley," on **Anthology** pages 206–207. (fish, sheep, deer, pupfish)



Name _____ Date _____

Grammar: Practice

Saving a Forest from Fire

Grammar Rules **Irregular Plural Nouns**

rule	example
Some plural nouns do not add *-s* or *-es* to show "more than one." They change their spelling.	*goose* → *geese*
Some nouns do not change at all when they become plural.	*moose* → *moose*

Write the plural form of the noun in the box to complete each sentence.

1. deer — There are many ___deer___ living in the forest. A fire put them in danger.
2. fireman — It took forty ___firemen___ to put out the fire. They saved the animals and some very old trees.
3. person — After the fire was out, many ___people___ offered to help.
4. child — The town's ___children___ gathered food for the animals.

Pick two of the plural nouns from above and write new sentences. Read them aloud to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T204a

PM3.27

Unit 3 | Amazing Places

NGReach.com **Practice Master PM3.27**

Grammar Focus

4 More Plural Nouns ☑ Anthology page 205

Project **Student eEdition** page 205. Read aloud the introduction and review the rules for making irregular plurals. *Summarize: Irregular plurals name more than one, but they do not end in -s or -es.*

Then read aloud **eVisual 3.33**, pausing to identify the first plural noun and identify it as regular or irregular: *I know that* men *means "more than one man." It is not formed by adding an -s or -es to* man. *It must be an irregular plural noun.*

Have students name all the plural nouns in the rest of the passage and identify the irregular plural nouns. (regular: *jobs, photographers, skis, animals, lions;* irregular: *men, women, people, feet, moose*)

Grammar Passage

Some men and women have jobs as nature photographers. One of these people is Jimmy Chin. Sometimes he might put skis on his feet so he can locate moose in their winter territory. At other times, he searches for mountain lions.

NGReach.com **Grammar Passage: eVisual 3.33**

INTERACTIVE WHITEBOARD TIP: Circle each plural noun as students identify it.

5 Read Plural Nouns Anthology page 205

Read aloud the directions and the excerpt from "Extreme Earth." If necessary, help students identify the plural nouns. (*ears, feet, days, nights*) Have students look through both "Extreme Earth" and "Photographing the World" and identify additional plural nouns. Have students identify the nouns as irregular or regular plural nouns.

See **Differentiate**

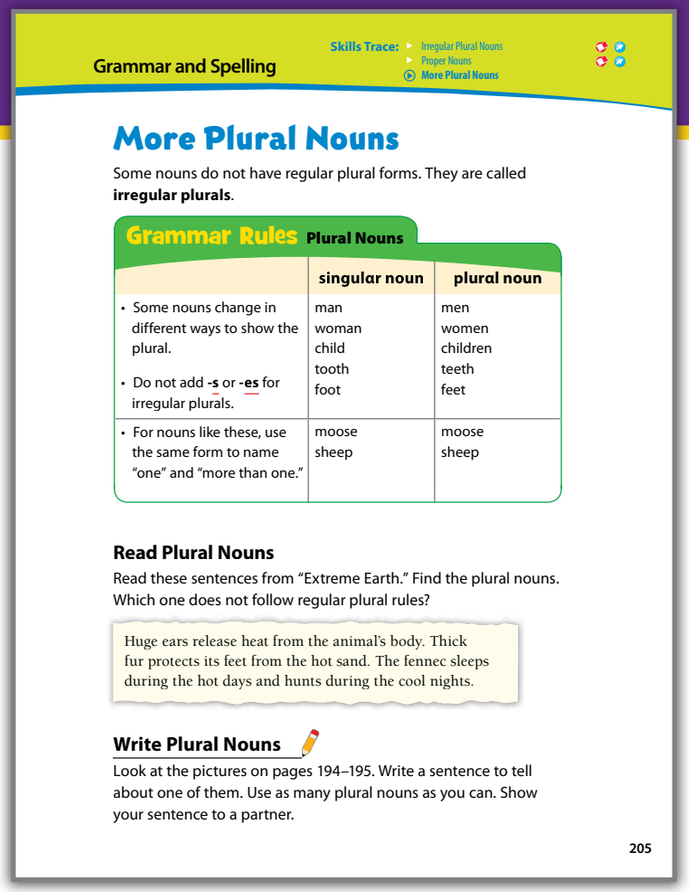
6 Write Plural Nouns Anthology page 205

Read aloud the directions and have students work independently and then share with partners. Provide support as necessary. Assign **Practice Master PM3.27.**

Check & Reteach

OBJECTIVE: Demonstrate Understanding of Plural Nouns ☑

As students write their sentences, check their usage of plural nouns. If students have trouble, have them check spellings in a dictionary.



Grammar and Spelling

Skills Trace: Irregular Plural Nouns; Proper Nouns; More Plural Nouns

More Plural Nouns

Some nouns do not have regular plural forms. They are called **irregular plurals**.

Grammar Rules Plural Nouns

	singular noun	plural noun
• Some nouns change in different ways to show the plural. • Do not add **-s** or **-es** for irregular plurals.	man woman child tooth foot	men women children teeth feet
• For nouns like these, use the same form to name "one" and "more than one."	moose sheep	moose sheep

Read Plural Nouns

Read these sentences from "Extreme Earth." Find the plural nouns. Which one does not follow regular plural rules?

Huge ears release heat from the animal's body. Thick fur protects its feet from the hot sand. The fennec sleeps during the hot days and hunts during the cool nights.

Write Plural Nouns

Look at the pictures on pages 194–195. Write a sentence to tell about one of them. Use as many plural nouns as you can. Show your sentence to a partner.

205

Anthology page 205

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T197j

Daily Grammar ☑
Use page T197l to reinforce understanding of plural nouns.

Daily Writing Skills ☑
Display the **Grammar Passage** and point out the main idea and supporting details. Then use page T197n to teach main ideas and supporting details.

Writing

7 Write to Reinforce Grammar

Display the word bank.

Have students write as many sentences as necessary to use each word. Then have students trade papers with partners, circle each other's plural nouns, and check that all words are used correctly. Then have students add their work to their Weekly Writing folders.

men	moose
women	sheep
children	geese
teeth	deer
feet	mice

Word Bank

WRAP-UP Form students into pairs. Have one student name a type of text feature. The other student then explains how that text feature can help a reader to understand the text. Students then switch roles.

Day 4 Read and Comprehend

Magazine Article

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

- ☑ **Use Details to Explain Text**
- ☑ **Determine Word Meanings and Understand Word Relationships**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.28–PM3.29

TECHNOLOGY ONLY

Mark-Up Model 3.2

Vocabulary Strategy Practice: eVisual 3.35

MATERIALS

timer

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Explaining Text	CC.4.RInf.1
Explain How the Main Idea is Supported by Details	CC.4.Rinf.2
Determine Meanings of Academic Words	CC.4.Rinf.4
Use Syllabication Patterns to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Writing	
Write Over Shorter Time for Specific Purposes	CC.4.W.10
Language and Vocabulary	
Determine Meanings of Words and Phrases	CC.4.L.4
Understand Word Relationships	CC.4.L.5

WARM-UP

Say: *People have personal reasons why they enjoy particular places.* Ask: *What makes a particular place appealing to you?* (Possible responses: unusual scenery, pleasant climate, exciting activities, friendly people)

Comprehension

1 Explain with Details and Examples ☑

Remind students that they have learned how to identify main ideas and details in a text. Have volunteers explain.

SCREEN 1

1. Display and read aloud the first paragraph of the magazine article on **Mark-Up Model 3.2**. Explain that students will learn how to use details and examples to explain text. Have students follow along and mark up **Practice Master PM3.28** as you model the thinking.
2. If necessary, click the More button to display and read aloud the definition of a main idea. Guide a discussion of the main idea of the paragraph (first sentence). Invite volunteers to draw a box around the sentence that contains the main idea and click the Main Idea button to reveal the answer.
3. Click on the arrow button to go to the next screen.

SCREEN 2

4. If necessary, click the More button to display and read aloud the definition of details and examples. Guide a discussion of the details given in the paragraph. Have volunteers underline the first detail and click the Details and Examples button to reveal the answer. Ask: *How does this detail support the main idea?* (Possible response: It describes Chile's extreme shape.)
5. Click on the arrow button to go to the next screen.

SCREEN 3

6. Explain that thinking about details and examples can help readers explain the text. Model using the highlighted detail to explain the paragraph: *The detail about Chile's shape shows one way Chile is a land of physical extremes*. Have partners explain the text to each other, using other details and examples they read.
7. Have a volunteer write an explanation in the Explanation box. Have another volunteer erase the blue box to reveal a sample explanation of the paragraph.

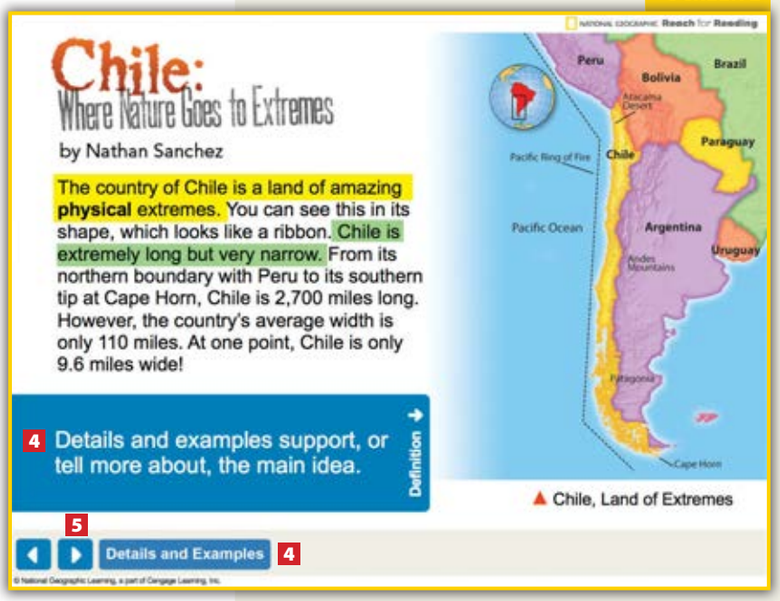
Have students use **Practice Masters PM3.28–PM3.29** to partner-read the rest of the magazine article. Have them draw boxes around main ideas and underline details and examples in each paragraph. Then have students write an explanation of the entire article.

INTERACTIVE WHITEBOARD Lesson

Don't have an interactive whiteboard? Print or display the PDF file of ***Mark-Up Model 3.2****.*

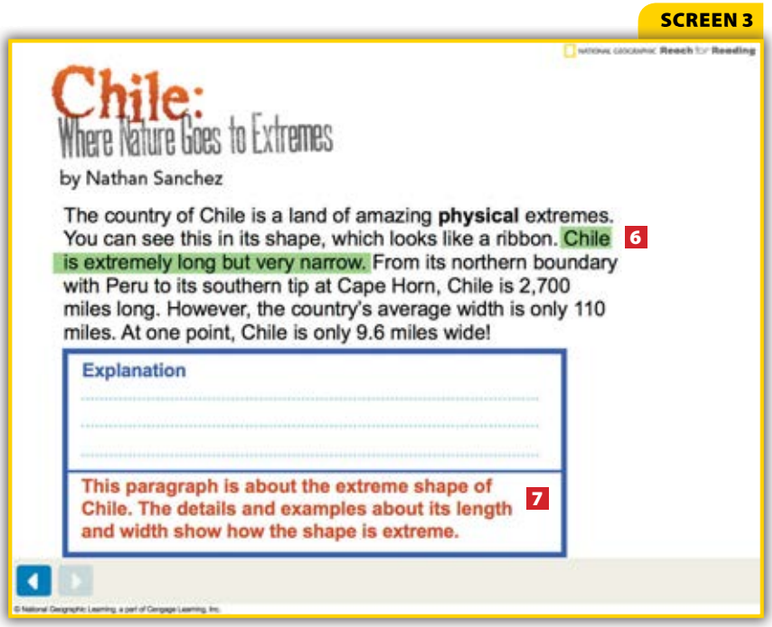
SCREEN 1

SCREEN 2



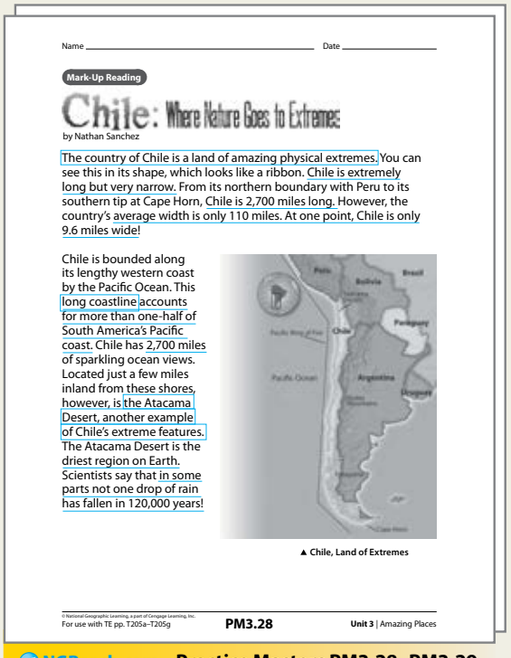
NGReach.com **Mark-Up Model 3.2**

SCREEN 3



Fluency

Model and Practice Expression Explain the concept: *Fluent readers adjust their voices to stress important words and phrases*. Model expression by reading the first two sentences from "Chile: Where Nature Goes to Extremes" and stressing the words *amazing* and *extremes*. Have students practice expression by reading aloud this sentence: *Scientists say that in some parts not one drop of rain has fallen in 120,000 years!*



Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes

by Nathan Sanchez

The country of Chile is a land of amazing physical extremes. You can see this in its shape, which looks like a ribbon. Chile is extremely long but very narrow. From its northern boundary with Peru to its southern tip at Cape Horn, Chile is 2,700 miles long. However, the country's average width is only 110 miles. At one point, Chile is only 9.6 miles wide!

Chile is bounded along its lengthy western coast by the Pacific Ocean. This long coastline accounts for more than one-half of South America's Pacific coast. Chile has 2,700 miles of sparkling ocean views. Located just a few miles inland from these shores, however, is the Atacama Desert, another example of Chile's extreme features. The Atacama Desert is the driest region on Earth. Scientists say that in some parts not one drop of rain has fallen in 120,000 years!

▲ Chile, Land of Extremes

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE pp. T205a–T205g

NGReach.com **Practice Masters PM3.28–PM3.29**

Check & Reteach

OBJECTIVE: Explain with Details and Examples

Look at students' marked-up **Practice Masters PM3.28–PM3.29** to check for understanding of explaining with details and examples. Support students with questions such as these:

- *What types of details and examples are you looking for to support the main idea?* (Possible response: physical features such as coasts, plains, and mountains)
- *How do these details and examples help you explain the paragraph?* (Possible response: The details and examples tell me more about the main idea.)

Daily Language Arts

Daily Spelling and Word Work ☑
Practice page T197j

Daily Grammar ☑
Point to the words *buses*, *families*, and *coaches* in the **eVisual**. Then use page T197l to teach plurals with *-es*.

Daily Writing Skills ☑
Use page T197n to practice supporting main ideas with details.

Power Writing

Have students write as much as they can as well as they can in one minute about a faraway place.

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

Vocabulary Practice

2 More Compound Words ☑

Remind students that a compound word is made up of two or more words that are used as one word. Display **Practice Masters PM3.28–PM3.29** and read aloud the second sentence from the second paragraph. Point out the compound word *coastline* and ask a volunteer to explain why it is a compound word. (It is two words put together and used as one word.)

Explain that one type of compound word is formed by connecting its two parts with a hyphen. Reread the sentence and point out the hyphen in *one-half* and ask a volunteer to explain why the word is a compound word. (It is two words used as one.) Then display **eVisual 3.35**.

Vocabulary Strategy Practice

Everyone in the school was excited about the big game. Twenty-one fourth-graders were in the gym doing warm-ups to get ready. One-half of the class was running laps. The rest were doing push-ups. Outside, families loaded baseball equipment and suitcases onto the buses and the coaches reread their checklists.

NGReach.com **Vocabulary Strategy: eVisual 3.35**

INTERACTIVE WHITEBOARD TIP: Circle hyphens and write *compound word* above each.

Ask: *What hyphenated compound words can you find?* (*twenty-one, fourth-graders, warm-ups*) *What other compound words can you find?* (*Everyone, outside*)

Check & Reteach

OBJECTIVE: **Compound Words** ☑

As students identify hyphenated compound words, listen to ensure that they identify only the hyphenated compound words.

If students have difficulty identifying hyphenated compound words, remind them that a hyphen is a punctuation mark used to divide or join words. Then circle and explain the hyphenated compound words in these sentences:

- *One-fourth of the team forgot their uniforms.*
- *The test had thirty-seven questions.*
- *There was an opening for a part-time job.*

Writing

3 Write to Explain an Article

Introduce the activity: *Now you will write a paragraph to explain the magazine article "Chile: Where Nature Goes to Extremes."* Model the process with the paragraph under Vocabulary Practice on page T205c.

Think Aloud	Write
First, I write the main idea.	Everyone was getting ready for the big game.
Then, I write details and examples that explain the main idea.	The students were doing warm-ups. . . .
Finally, I write an explanation of the article.	Students, families, and coaches were getting ready for the big baseball game.

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

See **Differentiate**

Have students use their completed **Practice Masters PM3.28–PM3.29** to plan their explanations. Invite partners to reread each other's paragraphs and discuss whether they used details and examples to explain the article. Then have students add the paragraphs to their Weekly Writing folders.

Academic Talk

4 Explain with Details and Examples

Explain: *To explain something you have read, you can use details and examples. This keeps the listener interested and gives more information about the text.* Model using details and examples to explain the first paragraph of "Chile: Where Nature Goes to Extremes": *Chile is a land of physical extremes. For example, this country is 2,700 miles long but only 9.6 miles wide at one point.*

Have partners use their completed **Practice Masters PM3.28–PM3.29** to guide their explanations of the entire article.

WRAP-UP Ask: *What did you learn from the article about the geography of Chile?* (Its landscapes include exciting extremes and contrasts.) Ask: *How might Jimmy Chin respond to this picture of Chile?* (He would probably want to go take photographs of the extreme physical features.)

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary to explain how details support the main idea.

STRATEGY Have students point to details in the text that support that idea and provide sentence frames: *This detail tells more about _____. It tells _____.*

BL Below Level

ISSUE Students cannot identify details that support the main idea.

STRATEGY Have students state the main idea. Then prompt them with questions such as these:

- *Where does the paragraph tell more about that idea?*
- *What physical feature does this detail describe?*
- *What is extreme about this detail?*

Best Practices

Model Academic Language Monitor discussions between partners. If student discussions reflect too much informal talk, model an academic discussion using terms such as *main idea, details,* and *examples*.

Day 5 Review and Compare

Magazine Article

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

☑ **Determine Word Meanings and Understand Word Relationships**

Compare and Explain

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM 3.1

Mark-Up Reading: Practice Masters PM3.28–PM3.29

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 3.36

Explanation Chart: eVisual 3.37

Power Writing

Have students write as much as they can as well as they can in one minute about nature.

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

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Explaining Text	CC.4.RInf.1
Determine the Main Idea of Text and Explain How the Main Idea Is Supported by Details	CC.4.Rinf.2
Determine Meanings of Academic Words	CC.4.Rinf.4
Writing	
Write Over Shorter Time for Specific Purposes	CC.4.W.10
Apply Grade 4 Reading Standards	CC.4.W.9.b
Speaking and Listening	
Come to Discussions Prepared and Draw on Preparation to Explore Ideas	CC.4.SL.1.a
Language and Vocabulary	
Determine Meanings of Words and Phrases	CC.4.L.4
Understand Word Relationships	CC.4.L.5

WARM-UP

Have students give a hyphenated compound word to describe the following:

- a student in the fourth grade of school (a fourth-grade student)
- exercises to build up arm strength (push-ups)

Vocabulary Practice

1 More Compound Words ☑

Explain that a two-word compound word is made up of two separate words with a space in between, such as *high school*. Write the word and clarify that when the two words are used together as an open compound, they have a particular meaning: *A high school is not a tall building; a high school is a school for students at a high level of learning.*

Display and read aloud **eVisual 3.36.** Point out the two-word compound *bus stop*. Have partners identify other compound words made up of two separate words.

Vocabulary Strategy Practice

That morning as she stood at the bus stop near the post office, Disa felt excited. She was wearing her running shoes so she would be ready for the relay race. In her mind, she pictured the finish line. It was as clear to her as the homework in her notebook.

NGReach.com **Vocabulary Strategy: eVisual 3.36**

INTERACTIVE WHITEBOARD TIP: Have students circle each of the two-word compounds in the passage.

Ask: *What two-word compound words can you find in the first sentence? (bus stop, post office)* Have partners create oral sentences using *sunlight, twenty-one,* and *bus stop*. Invite volunteers to share their sentences with the class.

Check & Reteach

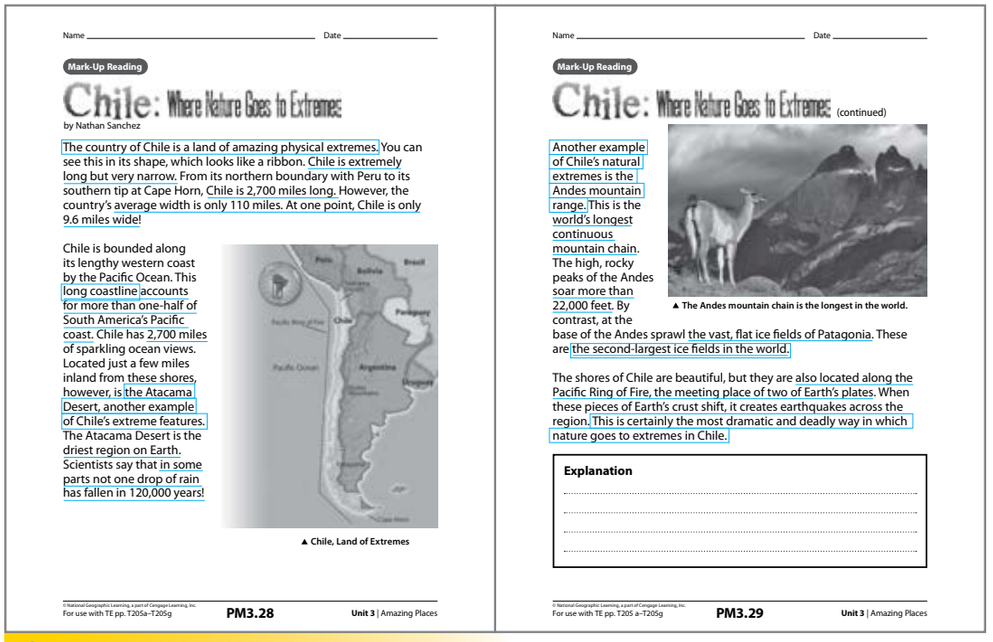
OBJECTIVE: Compound Words ☑

Listen as students create oral sentences to determine whether they can use two-word compound words correctly.

If students have difficulty identifying two-word compounds, ask questions that emphasize how the two words work together: *What kind of shoes was Disa wearing? How do we know that Disa was not waiting at a bus or by a stop sign?*

Then circle and explain the two-word compound words in these sentences:

- *We called the box office to get tickets for the play.*
- *The play was an exciting event in the school year.*



Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes

by Nathan Sanchez

The country of Chile is a land of amazing physical extremes. You can see this in its shape, which looks like a ribbon. Chile is extremely long but very narrow. From its northern boundary with Peru to its southern tip at Cape Horn, Chile is 2,700 miles long. However, the country's average width is only 110 miles. At one point, Chile is only 9.6 miles wide!

Chile is bounded along its lengthy western coast by the Pacific Ocean. This long coastline accounts for more than one-half of South America's Pacific coast. Chile has 2,700 miles of sparkling ocean views. Located just a few miles inland from these shores, however, is the Atacama Desert, another example of Chile's extreme features. The Atacama Desert is the driest region on Earth. Scientists say that in some parts not one drop of rain has fallen in 120,000 years!

▲ Chile, Land of Extremes

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE pp. T205a–T205g

Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes (continued)

Another example of Chile's natural extremes is the Andes mountain range. This is the world's longest continuous mountain chain. The high, rocky peaks of the Andes soar more than 22,000 feet. By contrast, at the base of the Andes sprawl the vast, flat ice fields of Patagonia. These are the second-largest ice fields in the world.

▲ The Andes mountain chain is the longest in the world.

The shores of Chile are beautiful, but they are also located along the Pacific Ring of Fire, the meeting place of two of Earth's plates. When these pieces of Earth's crust shift, it creates earthquakes across the region. This is certainly the most dramatic and deadly way in which nature goes to extremes in Chile.

Explanation

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE pp. T205 a–T205g

NGReach.com **Practice Masters PM3.28–PM3.29**

Review and Integrate Ideas

2 Identify Details and Examples

Have partners review the details they identified in "Chile: Where Nature Goes to Extremes" on **Practice Masters PM3.28–PM3.29**. Then have them look back through "Extreme Earth" and "Top of the World" and discuss details and examples that support the main ideas in each. Create a details and examples chart and model listing one detail or example for each selection. Then have students complete the chart, listing all the details and examples they find in each selection.

Details and Examples Chart

	"Chile: Where Nature Goes to Extremes"	"Extreme Earth"	"Top of the World"
Details and Examples	• *extremely long and very narrow* • *driest region on Earth* • *world's longest mountain chain* • *second-largest ice fields in the world* • *meeting place of Earth's plates*	• *extremely high mountains* • *very hot deserts* • *huge underwater kingdoms* • *big rivers* • *wonderful waterfalls* • *extreme explorers*	• *takes photographs where others can't go* • *has survived avalanche and extreme temperatures* • *photographs important expeditions*

Review and Compare

Magazine Article

Daily Language Arts

Daily Spelling and Word Work ☑
Test page T197j

Daily Grammar ☑
Point to the plural noun *people* on **Anthology** page 193. Then use page T197l to teach irregular plural nouns.

Daily Grammar ☑
Point out the phrase *country of Chile* in the first sentence of **Practice Master PM3.28**. Explain that *country* is a common noun, while *Chile* is a proper noun. Then use page T197l to assess students' understanding of irregular plural nouns.

Daily Writing Skills ☑
Assess students' understanding of how to use sensory details on page T197n.

3 Compare Texts

Invite volunteers to share how they used details in the explanation of the article "Chile: Where Nature Goes to Extremes." Explain that students will create similar explanations for "Extreme Earth" and "Top of the World." Display **eVisual 3.37** and assign one column to each of two groups. Have each group reach consensus about the explanation statement for their text and share it with the class.

Explanation Chart

"Chile: Where Nature Goes to Extremes"	"Extreme Earth"	"Top of the World"
Chile is a land of extremes. It has an extreme shape, extreme climates, mountains, and ice fields, and earthquakes happen along its coast.	Possible response: Earth has many extreme places. It has extremely high mountains, very hot deserts, huge underwater kingdoms, big rivers, wonderful waterfalls, and extreme explorers.	Possible response: Jimmy Chin photographs amazing places on Earth. He goes places others can't go. He has survived extreme conditions. He documents important expeditions.

NGReach.com **Explanation Chart: eVisual 3.37**

INTERACTIVE WHITEBOARD TIP: Have students write an explanation in each column and circle each detail.

Check & Reteach

OBJECTIVE: **Compare and Explain Texts**

Make sure students correctly list details and examples for each selection.

If students encounter difficulty, ask questions about each selection: *What is the main idea of this selection? What words tell you more about the main idea? What do they tell about it?*

Writing

4 Write a Summary

Explain that some of the details in "Photographing the World" come from the amazing photographs that Jimmy Chin took. Tell students that they will write summaries of information from these photographs. Remind students that a summary restates only the most important ideas.

Discuss details shown in the photograph on **Anthology** page 200 and orally model summarizing the information: *Jimmy Chin goes to extremes to get great photographs. He uses climbing gear to climb rocks so he can take amazing pictures.*

Allow time for each student to select an image and write a summary about the information the image shows. Have volunteers share their summaries. Then have students add their summaries to their Weekly Writing folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students do not have enough vocabulary to create summaries.

STRATEGY Encourage students to list phrases, such as *deep ice, high mountains,* or *empty plains* to create summaries.

AL Advanced Level

ISSUE Students satisfy just the minimum requirement for the assignment.

STRATEGY Challenge students to vary the sentence structures of detail statements in their summaries.

Academic Talk

5 Relate Readings to the Big Question

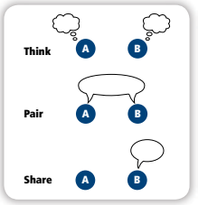
Have students recall the unit's Big Question: *Why learn about other places?* Point out that the authors of "Extreme Earth," "Photographing the World," and "Chile: Where Nature Goes to Extremes" all focused on extreme physical features such as high mountains, vast deserts, and huge rivers. Ask: *What do we learn from such places?*

Model a response to the question based on "Photographing the World." Say: *One of the world's best nature photographers, Jimmy Chin often risks danger to record extreme places. The author says that Chin "hopes his pictures will raise awareness about the beauty of the physical world."*

Use **Think, Pair, Share** to have students continue discussion about how the readings relate to the Big Question.

- Have each student think about how the readings relate to learning about other places.
- Have partners discuss their ideas and reach consensus about how to share their ideas with the class.
- Ask one partner from each pair to share the pair's ideas about how the readings relate to learning about other places.

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



Think, Pair, Share

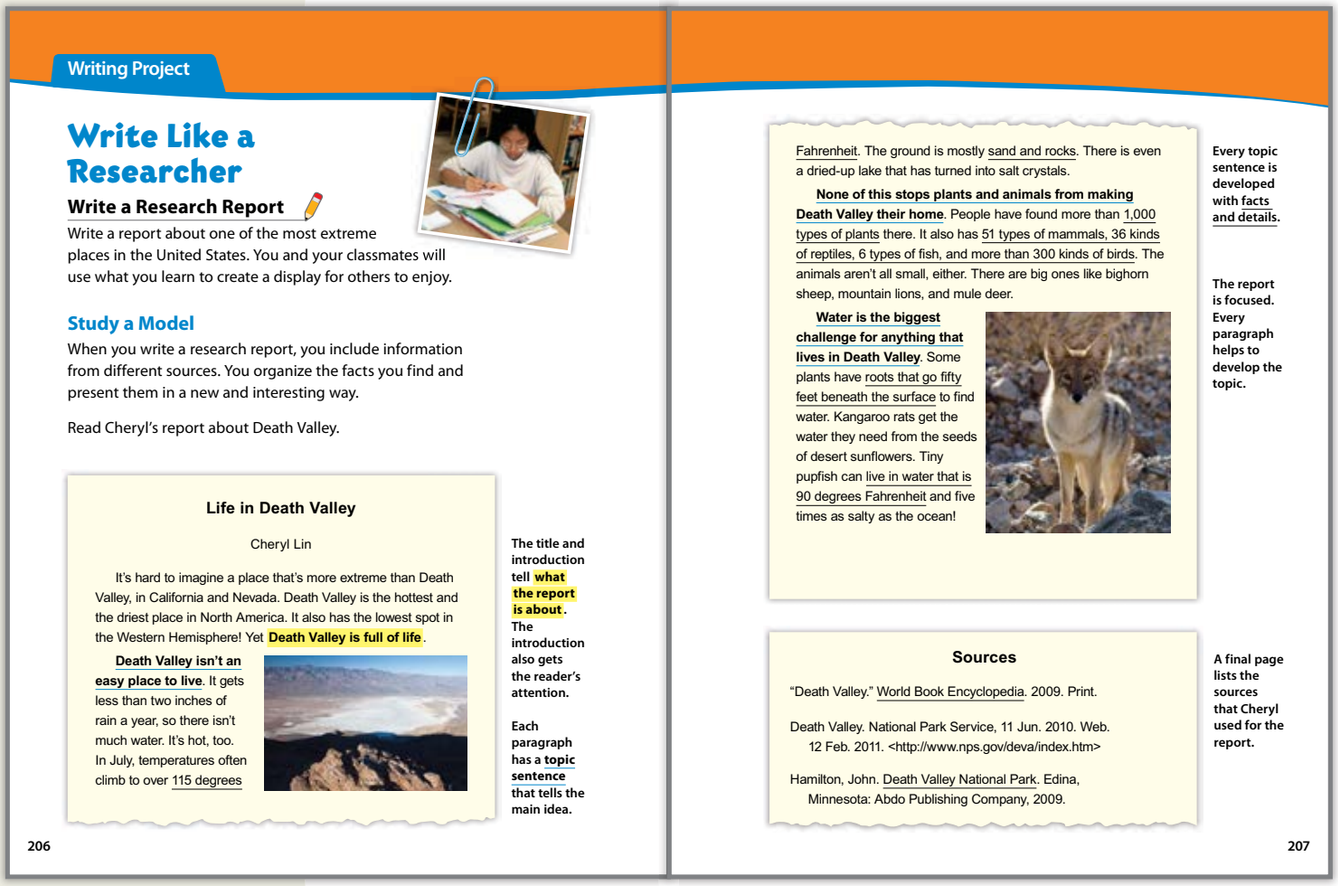
Have students add their ideas to their unit concept maps.

WRAP-UP Form small groups. Have each student draw a quick sketch of the most extreme place he or she has read about this week and place the sketch face down. Have group members take turns turning the sketches over, one-by-one, and identifying the place and the selection that told about the place. The group that correctly identifies all sketches and corresponding selections first wins.

Best Practices

Link to Experience Encourage students to consider how their own neighborhoods can be places from which to learn.

Week 4 Writing Project



Writing Project

Write Like a Researcher

Write a Research Report

Write a report about one of the most extreme places in the United States. You and your classmates will use what you learn to create a display for others to enjoy.

Study a Model

When you write a research report, you include information from different sources. You organize the facts you find and present them in a new and interesting way.

Read Cheryl's report about Death Valley.

Life in Death Valley

Cheryl Lin

It's hard to imagine a place that's more extreme than Death Valley, in California and Nevada. Death Valley is the hottest and the driest place in North America. It also has the lowest spot in the Western Hemisphere! Yet **Death Valley is full of life**.

Death Valley isn't an easy place to live. It gets less than two inches of rain a year, so there isn't much water. It's hot, too. In July, temperatures often climb to over 115 degrees Fahrenheit. The ground is mostly sand and rocks. There is even a dried-up lake that has turned into salt crystals.

None of this stops plants and animals from making Death Valley their home. People have found more than 1,000 types of plants there. It also has 51 types of mammals, 36 kinds of reptiles, 6 types of fish, and more than 300 kinds of birds. The animals aren't all small, either. There are big ones like bighorn sheep, mountain lions, and mule deer.

Water is the biggest challenge for anything that lives in Death Valley. Some plants have roots that go fifty feet beneath the surface to find water. Kangaroo rats get the water they need from the seeds of desert sunflowers. Tiny pupfish can live in water that is 90 degrees Fahrenheit and five times as salty as the ocean!

Sources

"Death Valley." World Book Encyclopedia. 2009. Print.

Death Valley. National Park Service, 11 Jun. 2010. Web. 12 Feb. 2011. <http://www.nps.gov/deva/index.htm>

Hamilton, John. Death Valley National Park. Edina, Minnesota: Abdo Publishing Company, 2009.

The title and introduction tell **what the report is about**. The introduction also gets the reader's attention.

Each paragraph has a **topic sentence** that tells the main idea.

Every topic sentence is developed with facts and details.

The report is focused. Every paragraph helps to develop the topic.

A final page lists the sources that Cheryl used for the report.

206 207

Anthology
pages 206–207

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

☑ **Write a Research Report: Ideas**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.39

TECHNOLOGY ONLY

Writing Trait: Ideas: eVisual 3.31

MATERIALS

index cards • print and online resources about extreme places

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

Study a Model

Read the Report

Anthology pages 206–207

Read aloud the prompt on **Student eEdition** page 206. Have students read the model report silently or in pairs. Then have volunteers read aloud the notes next to the report and identify the features. (title and introduction, paragraphs with topic sentences, facts and details, sources)

Review the Trait: Ideas

Display and read aloud **eVisual 3.31**. Have students find the main idea in the model report and examples that support that main idea. (Death Valley is full of life; It has 1,000 types of plants, 51 types of mammals, 36 kinds of reptiles, 6 types of fish, and over 300 kinds of birds.)

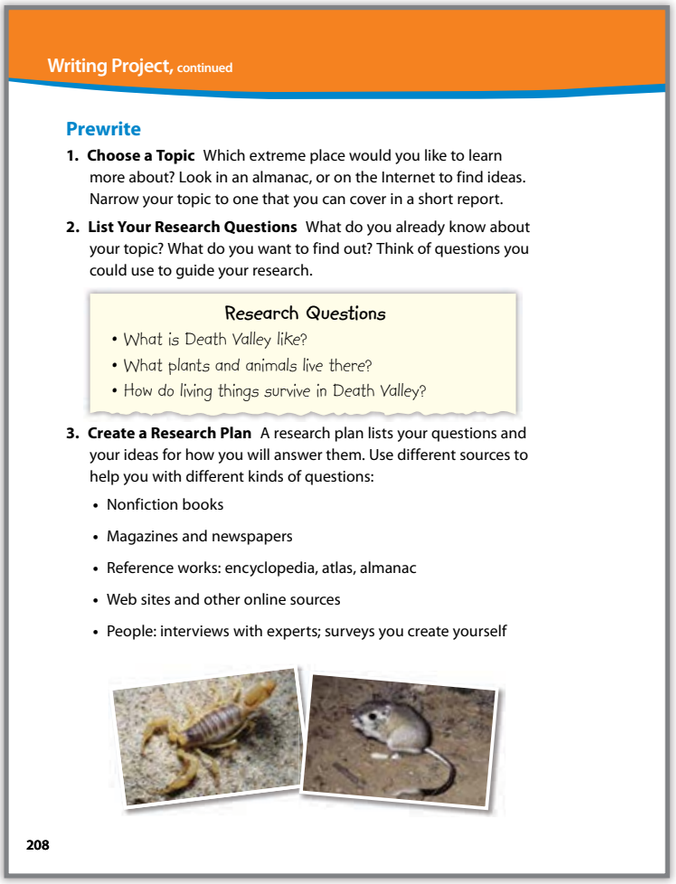
Writing Trait: Ideas

Writing that has developed ideas

- has an interesting main idea
- supports the main idea with accurate details and examples.

NGReach.com **Writing Trait: Ideas: eVisual 3.31**

INTERACTIVE WHITEBOARD TIP: Place a check mark next to each point as you discuss it.



Writing Project, continued

Prewrite

1. **Choose a Topic** Which extreme place would you like to learn more about? Look in an almanac, or on the Internet to find ideas. Narrow your topic to one that you can cover in a short report.
2. **List Your Research Questions** What do you already know about your topic? What do you want to find out? Think of questions you could use to guide your research.

Research Questions
- What is Death Valley like?
- What plants and animals live there?
- How do living things survive in Death Valley?

3. **Create a Research Plan** A research plan lists your questions and your ideas for how you will answer them. Use different sources to help you with different kinds of questions:
   - Nonfiction books
   - Magazines and newspapers
   - Reference works: encyclopedia, atlas, almanac
   - Web sites and other online sources
   - People: interviews with experts; surveys you create yourself

208

Anthology page 208

Prewrite

Choose a Topic **Anthology** page 208

Have students reread the prompt. Then ask questions such as *Who is the audience?* to unpack the prompt and begin completing the RAFT.

Role: Yourself
Audience: Classmates
Form: Research report and display

Have students read step 1 on page 208. Then have students skim reference materials for ideas and each choose a topic to complete a RAFT.

List Your Research Questions **Anthology** page 208

Have a volunteer read step 2 and the sample research questions aloud. Explain that more specific questions will help focus their research, such as *How much rain falls in Death Valley every year?*

Have students list their own questions for the topics they selected.

Create a Research Plan **Anthology** page 208

Read step 3 and review how to locate the different sources of information. Encourage students to use **Anthology** pages 579–582 for additional information about the sources.

COMMON CORE STANDARDS

Writing

Introduce a Topic	CC.4.W.2.a
Develop the Topic	CC.4.W.2.b
Plan, Revise, and Edit Writing	CC.4.W.5
Conduct Research	CC.4.W.7
Gather Information and Take Notes	CC.4.W.8
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.4.W.10

Language and Vocabulary

Demonstrate Command of Grammar	CC.4.L.1
Use Knowledge of Conventions	CC.4.L.3

Gather Information

Identify Sources **Anthology** page 209

Review how to choose reliable sources (see page T173w). Then read aloud step 1 on page 209 and check understanding: *Why is it important that a source is up to date?* (Information can change; new information will be correct.) *Why should the information come from an expert?* (An expert will know the topic well and is reliable.)

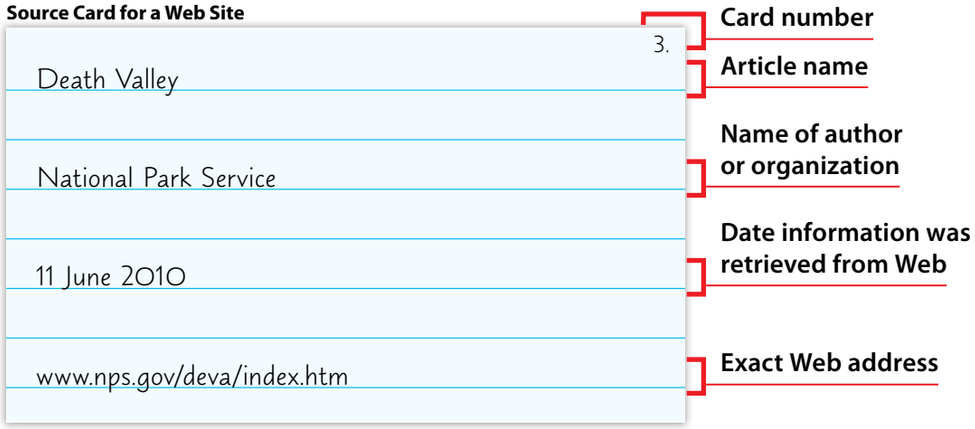
Explain that because Web pages are often updated, students should print any Web pages that they use in their research. Their printouts should include the Web address and the date the Web page was printed.

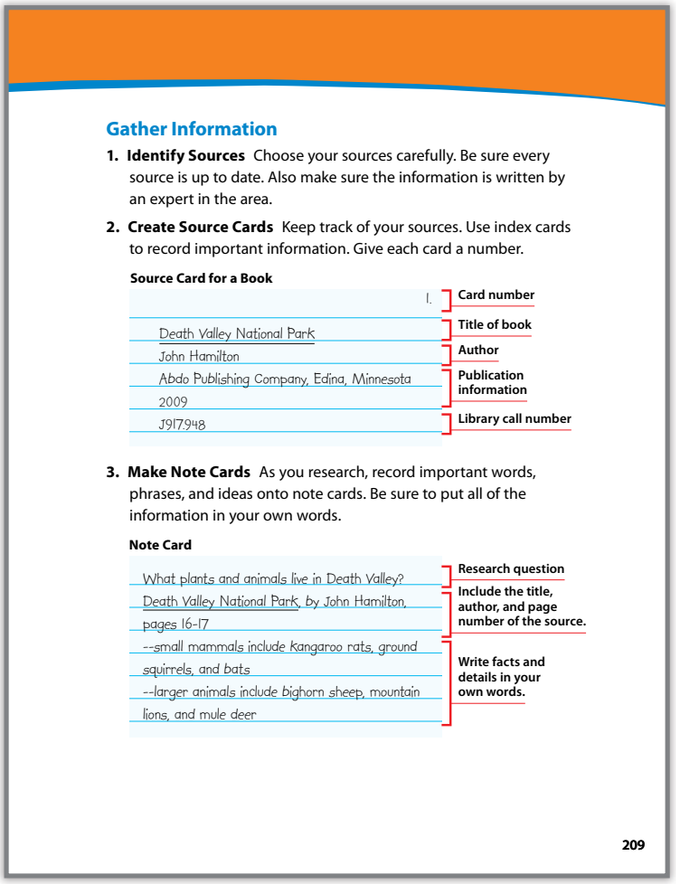
Create Source Cards **Anthology** page 209

Have a volunteer read step 2 on page 209 aloud. Then point out each feature of the sample source card for a book. Display sample source cards for magazine or newspaper articles and for Web sites. Point out each feature.

Source Card for a Magazine or Newspaper Article

Source Card for a Web Site





Gather Information

1. **Identify Sources** Choose your sources carefully. Be sure every source is up to date. Also make sure the information is written by an expert in the area.
2. **Create Source Cards** Keep track of your sources. Use index cards to record important information. Give each card a number.

Source Card for a Book

1. — Card number
Death Valley National Park — Title of book
John Hamilton — Author
Abdo Publishing Company, Edina, Minnesota — Publication information
2009 — Publication information
J917.948 — Library call number

3. **Make Note Cards** As you research, record important words, phrases, and ideas onto note cards. Be sure to put all of the information in your own words.

Note Card

What plants and animals live in Death Valley? — Research question
Death Valley National Park, by John Hamilton, pages 16-17 — Include the title, author, and page number of the source.
--small mammals include kangaroo rats, ground squirrels, and bats — Write facts and details in your own words.
--larger animals include bighorn sheep, mountain lions, and mule deer — Write facts and details in your own words.

209

Anthology page 209

Make Note Cards **Anthology** page 209

Read aloud step 3 on page 209. Use the notes next to the model card to help students understand how to build their cards. Prompt discussion to help students think through the purpose of each element:

- *Why do you start the card with the research question?* (Possible response: as a reminder of what you are looking for)
- *Why do you write the title, author and page number on each card?* (so you and others can recheck your facts if needed)
- *Why do you write ideas in your own words?* (Possible response: to understand it better and because it is wrong to pretend an author's words are your own)
- *What should you do if you want to use an author's exact words?* (put the words in quotation marks in the notes and in your report)

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students are overwhelmed finding information in multiple resources.

STRATEGY Identify one source students can use for their research, such as a focused Web page that you have bookmarked for them.

BL Below Level

ISSUE Students have trouble writing notes in their own words.

STRATEGY Have students work with partners to tell about their individual topics. Partner 1 shares a fact with Partner 2, without looking at the original source. Then Partner 1 writes the fact on a note card. Partners switch roles and repeat.

After sharing the information, have each student check the original facts again to ensure that the restatements are accurate and do not use the exact language of the source.

Daily Language Arts

Spelling and Word Work ☑
Practice pages T197i–T197j

Daily Grammar ☑
Have students find an example of an irregular plural noun in the sample report on page 207 (*people*). Then use pages T197k–T197l to teach proper nouns and irregular plural nouns.

Daily Writing Skills ☑
Review the topic sentence and supporting details in the model report. Then use pages T197m–T197n to practice writing main ideas with supporting details.

Differentiate

EL English Learners

ISSUE Students struggle to turn their outlines into paragraphs.

STRATEGY Provide sentence frames to help students turn the outlines into paragraphs:

_____ is _____.

It has _____.

There are _____.

AL Above Level

ISSUE Students collect more facts and details than they can include.

STRATEGY Encourage students to include only three facts in each paragraph. Have them choose the facts and details that best support their main ideas.

Get Organized

Sort and Organize Information **Anthology** page 210

Have a volunteer read steps 1 and 2 on page 210 aloud. Review the outline on **Anthology** page 176. Then have students arrange their research questions in the order they want to write them. Have them rewrite each research question as a statement next to a Roman numeral and then list the corresponding answers next to capital letters under that Roman numeral.

Draft

Write Ideas **Anthology** page 210

Invite a volunteer to read the instructions aloud. Remind students to include a main idea in the introductory paragraph. Explain how to turn an outline into a report: *As you write each paragraph, use the information next to the Roman numeral to write a topic sentence. Use the information next to each capital letter to write details about that topic sentence.*

See **Differentiate**

Revise

Read, Retell, Respond **Anthology** page 211

Read aloud step 1 on page 211. Then display language frames to prompt the partners' discussion.

Language Frames

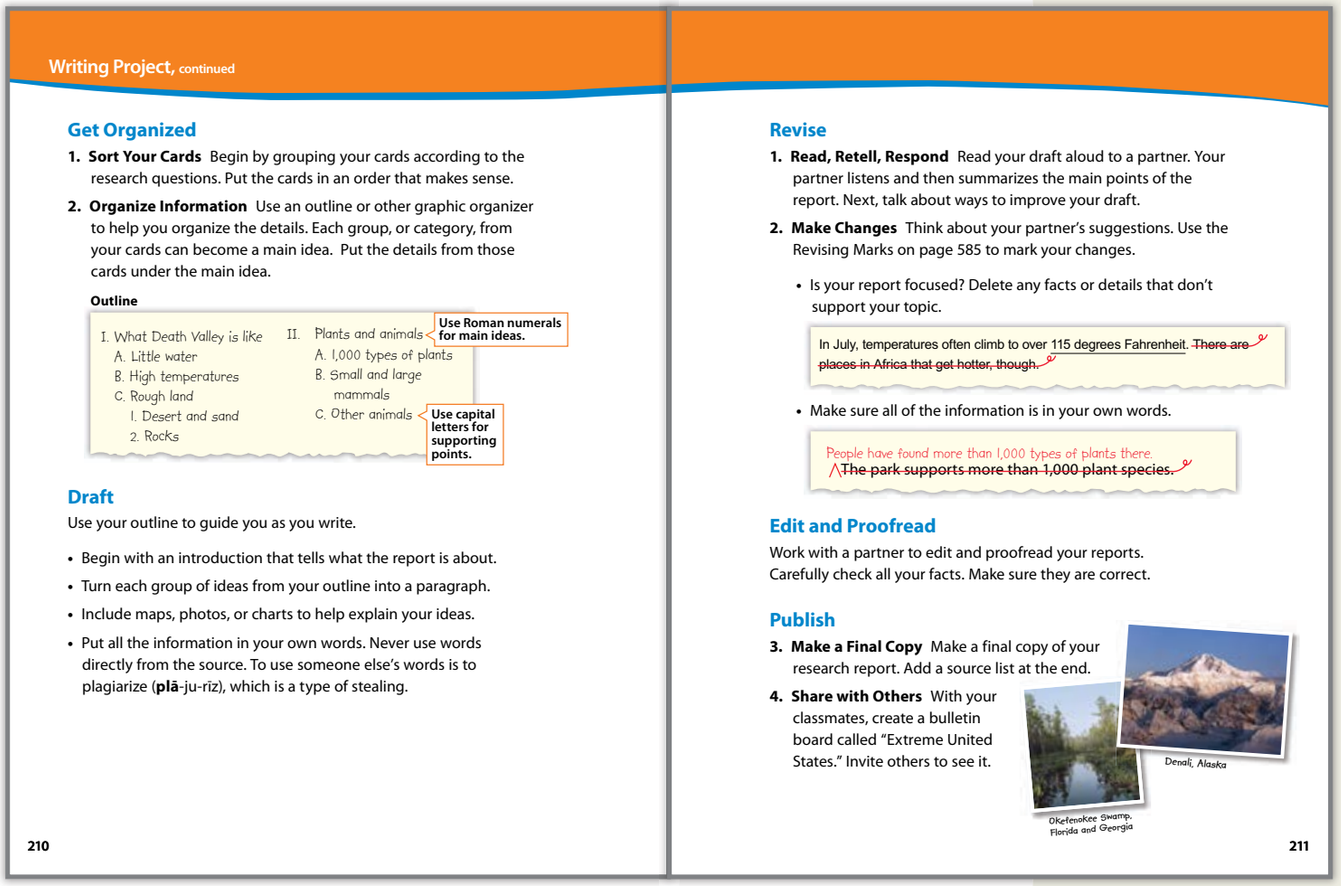
Retell	Make Suggestions
Your main idea is _____. _____, _____, and _____ support this idea.	_____ was an interesting detail! I don't think _____ supports your main idea. Can you tell about _____ instead?

Make Changes **Anthology** page 211

Read aloud the instructions and the sample changes in step 2 on page 211. Check understanding:

- *In the first revision, why did the writer delete the sentence?* (The fact did not support the topic.)
- *In the second revision, why did the writer rewrite the sentence?* (It was not in her own words so she rewrote it in her own words.)

Have students use Revising Marks on page 585 to edit their own drafts. Remind students to focus on stating each main idea clearly and including details that support that idea.



Writing Project, continued

Get Organized

1. **Sort Your Cards** Begin by grouping your cards according to the research questions. Put the cards in an order that makes sense.
2. **Organize Information** Use an outline or other graphic organizer to help you organize the details. Each group, or category, from your cards can become a main idea. Put the details from those cards under the main idea.

Outline

I. What Death Valley is like
  A. Little water
  B. High temperatures
  C. Rough land
    1. Desert and sand
    2. Rocks

II. Plants and animals
  A. 1,000 types of plants
  B. Small and large mammals
  C. Other animals

Use Roman numerals for main ideas.

Use capital letters for supporting points.

Draft

Use your outline to guide you as you write.

- Begin with an introduction that tells what the report is about.
- Turn each group of ideas from your outline into a paragraph.
- Include maps, photos, or charts to help explain your ideas.
- Put all the information in your own words. Never use words directly from the source. To use someone else's words is to plagiarize (**plā**-ju-rīz), which is a type of stealing.

210

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then summarizes the main points of the report. Next, talk about ways to improve your draft.
2. **Make Changes** Think about your partner's suggestions. Use the Revising Marks on page 585 to mark your changes.

- Is your report focused? Delete any facts or details that don't support your topic.

In July, temperatures often climb to over 115 degrees Fahrenheit. ~~There are places in Africa that get hotter, though.~~

- Make sure all of the information is in your own words.

People have found more than 1,000 types of plants there.
^~~The park supports more than 1,000 plant species.~~

Edit and Proofread

Work with a partner to edit and proofread your reports. Carefully check all your facts. Make sure they are correct.

Publish

3. **Make a Final Copy** Make a final copy of your research report. Add a source list at the end.
4. **Share with Others** With your classmates, create a bulletin board called "Extreme United States." Invite others to see it.

Denali, Alaska

Okefenokee Swamp, Florida and Georgia

211

Anthology
pages 210–211

Edit and Proofread

Check the Report **Anthology** page 211

Have students check their reports against their note cards to ensure the facts are all stated correctly. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words, proper nouns, and irregular plural nouns.

Publish

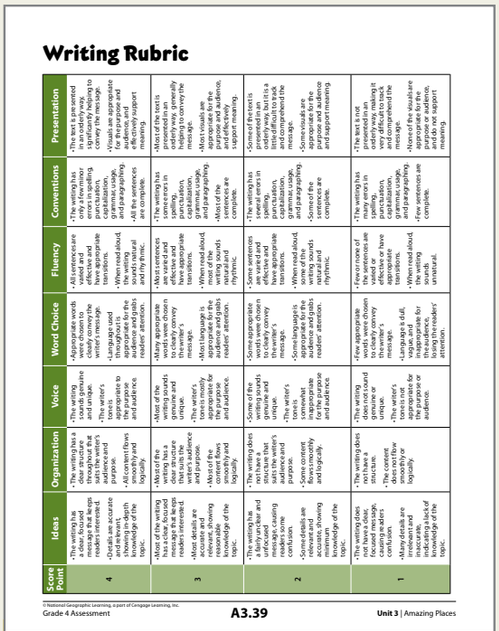
Make a Final Copy **Anthology** page 211

Give students the option of typing their reports in a word processing program and inserting clip art or photos from the **Digital Library** to illustrate their ideas. Have them create title pages, print the reports, and staple all the pages together to create booklets for display.

Use the **Writing Rubric** to assess each student's report.

Share with Others **Anthology** page 211

Invite another class to view a bulletin board display of the reports. Encourage each student to introduce his or her report, tell the main ideas, and give some of the supporting details. Then pair each student with a visitor and have the student read the report aloud. Encourage students to answer any questions the visitors have.



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	• The writing has a clear, focused message that engages readers interested. • Details are accurate and relevant, showing in-depth knowledge of the topic.	• The writing has a clear structure that suits the writer's purpose and purpose. • All content flows smoothly and logically.	• The writing sounds genuine and natural. • The writer's tones are appropriate to the purpose and audience.	• Appropriate words were chosen to clearly convey the writer's message. • Language used is appropriate for the audience and grabs readers' attention.	• All sentences are varied and interesting and have appropriate transitions. • When read aloud, the writing sounds natural and rhythmic.	• The writing has only a few minor errors in punctuation, capitalization, grammar usage, and paragraphing. • All the sentences are complete.	• The text is presented in an orderly way, with effective layout to convey the message. • Visuals are appropriate and enhance the purpose and audience, and effectively support meaning.
3	• Most of the writing has a clear focused message that engages readers interested. • Most details are accurate and relevant, showing reasonable knowledge of the topic.	• Most of the writing has a clear structure that suits the writer's purpose and purpose. • Most of the content flows smoothly and logically.	• Most of the writing sounds genuine and natural. • The writer's tones are appropriate for the purpose and audience.	• Many appropriate words were chosen to clearly convey the writer's message. • Language is appropriate for the audience and grabs readers' attention.	• Most sentences are varied and interesting and have appropriate transitions. • When read aloud, most of the writing sounds natural and rhythmic.	• The writing has some errors in punctuation, capitalization, grammar usage, and paragraphing. • Most of the sentences are complete.	• Most of the texts presented in an orderly way, generally helping to convey the message. • Most visuals are appropriate for the purpose and audience, support meaning.
2	• The writing has a clear focused message, causing some confusion. • Some details are accurate, showing knowledge of the topic.	• The writing does not have a clear structure. • Some content flows smoothly and logically.	• Some of the writing sounds genuine and unique. • The writer's tones is somewhat appropriate for the purpose and audience.	• Some appropriate words were chosen to clearly convey the writer's message. • Some language is appropriate for the purpose and audience.	• Some sentences are varied and effective and have appropriate transitions. • When read aloud, some of the writing sounds natural and rhythmic.	• The writing has many errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. • Some of the sentences are complete.	• Some of the texts presented in an orderly way, but it is a little difficult to track the ideas and convey the message. • Some visuals are appropriate for the purpose and audience and support meaning.
1	• The writing has no clear, focused message, causing confusion. • Many details are inaccurate, showing lack of knowledge of the topic.	• The writing does not have a structure. • The content flows smoothly or logically.	• The writing does not sound genuine or natural. • The writer's tones is not appropriate for the purpose or audience.	• Few appropriate words were chosen to clearly convey the writer's message. • Language is dull, inappropriate for the purpose, or losing the readers' attention.	• Few sentences are varied or have appropriate transitions. • When read aloud, the writing sounds unnatural.	• The writing has many errors in spelling, punctuation, capitalization, grammar usage, and paragraphing. • Few sentences are complete.	• The text is not presented in an orderly way, making it difficult to track the ideas and comprehend the message. • None of the visuals are appropriate for the purpose and audience, and do not support meaning

© National Geographic Learning, a part of Cengage Learning, Inc.
Grade 4 Assessment A3.39 Unit 3 | Amazing Places

NGReach.com **Assessment Master A3.39**

Week 4 Assessment & Reteaching

☑ = TESTED

Assess

OBJECTIVES

Reading

- ☑ Determine Theme/Main Idea and Supporting Details
- ☑ Visualize to Comprehend Literature and Text
- ☑ Explain Figurative Language
- ☑ Describe Elements of a Poem
- ☑ Comprehend Visual Information
- ☑ Use Details to Explain Text

Fluency

- ☑ Expression
- ☑ Accuracy and Rate

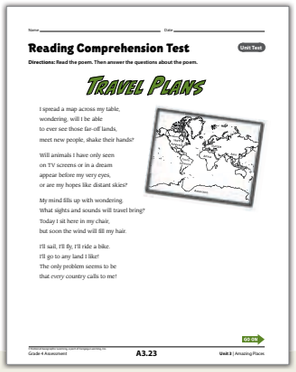
Vocabulary and Spelling

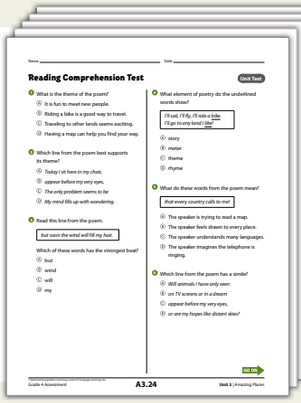
- ☑ Use Domain-Specific/Academic Words
- ☑ Use Greek/Latin Roots/Affixes to Determine Word Meanings
- ☑ Determine Word Meanings and Understand Word Relationships
- ☑ Spell Plural Words with *s, es*
- ☑ Use Commonly Misspelled Words Correctly

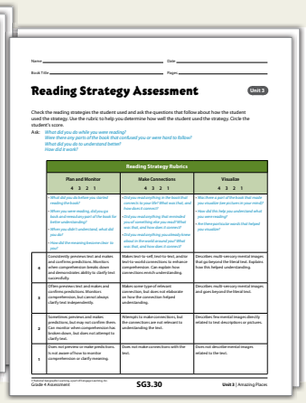
Grammar and Writing

- ☑ Use Plural Nouns
- ☑ Words that Signal Nouns
- ☑ Use Demonstrative Adjectives
- ☑ Use Collective Nouns
- ☑ Use Subject-Verb Agreement
- ☑ Use Common and Proper Nouns
- ☑ Use Irregular Plural Nouns
- ☑ State Main Idea Clearly and Use Supporting Details

ASSESSMENTS

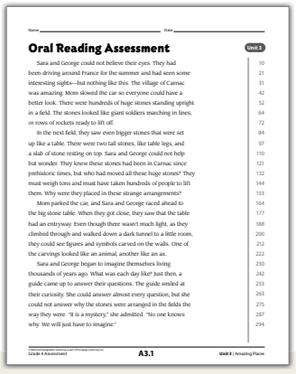


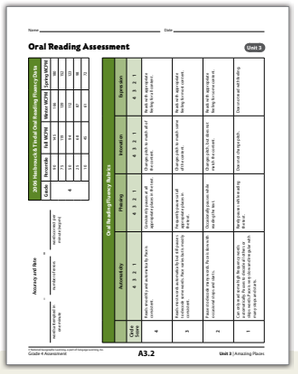


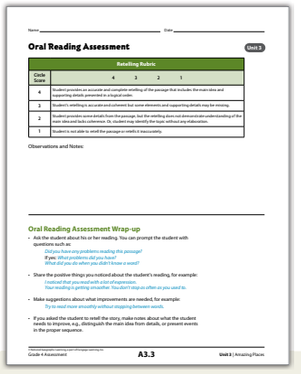


Reading Comprehension Unit Test
A3.23–A3.28

Reading Strategy Assessment
SG3.30–SG3.31

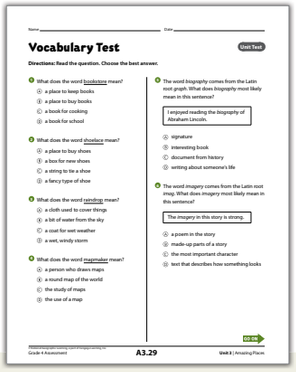


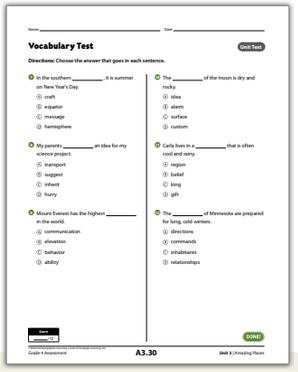


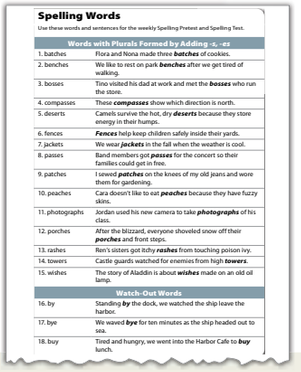


Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

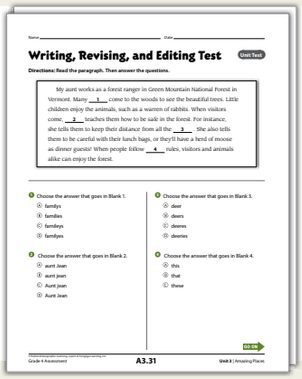


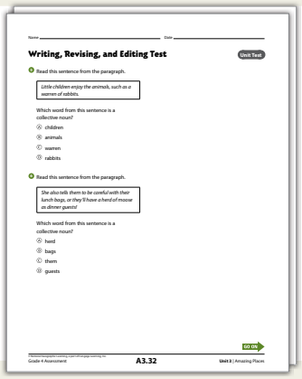




Vocabulary Unit Test
A3.29–A3.30

Spelling Pretest/ Spelling Test
T197i





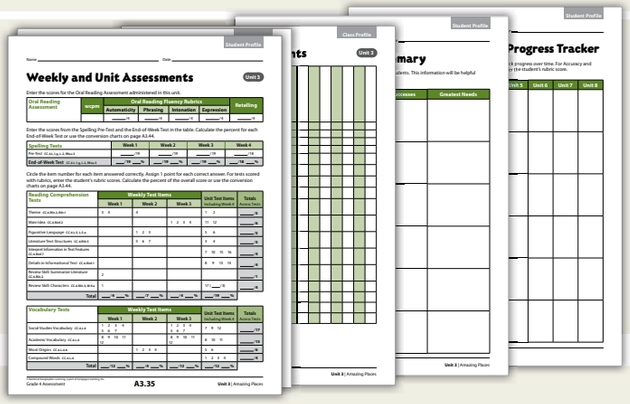
Writing, Revising, and Editing Unit Test
A3.31–A3.34

Writing Rubric
A3.39

ExamView®

Reteach and Practice

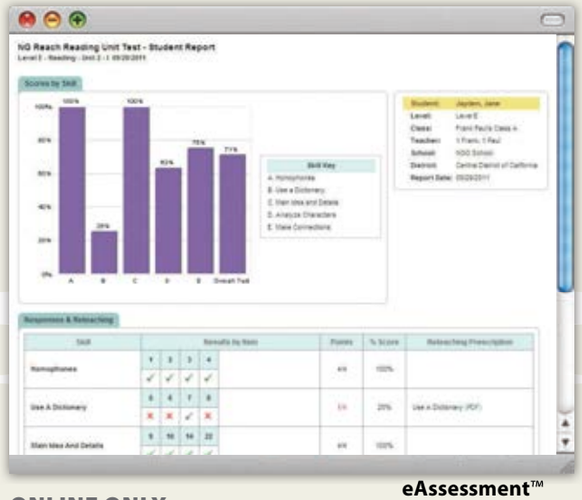
REPORTS



PRINT & ONLINE

Report Forms

Student Profile: Weekly and Unit Assessments	A3.35–A3.36
Class Profile: Weekly and Unit Assessments	A3.37
Student Profile: Strengths and Needs	A3.38
Student Profile: Oral Reading Progress Tracker	A1.3



eAssessment™

ONLINE ONLY

Automated Reports

Student Profile: Weekly and Unit Tests

Class Profile: Weekly and Unit Tests

Standards Summary Report

RESOURCES AND ROUTINES

Reading

RETEACH

Interpret Visuals: Reteaching Master RT3.10
Explain Text: Reteaching Master RT3.11
Visualize: Reteaching Master RT3.12

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40
Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T197i–T197j

Grammar and Writing

RETEACH

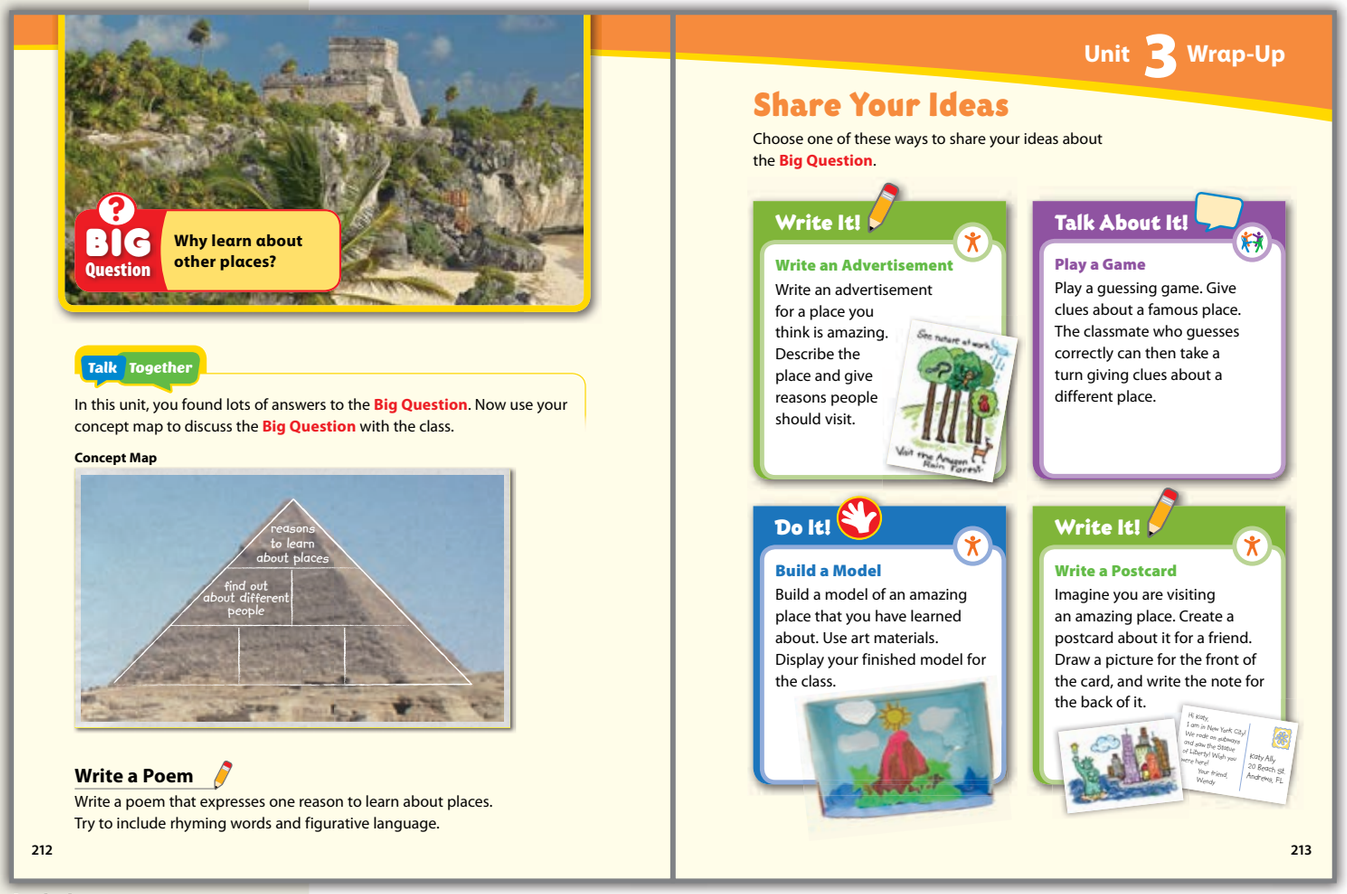
Nouns: Anthology Handbook, pages 595–599
Writing: Reteaching Writing Routine, page BP51
Writing Trait: Ideas: Reteaching Master RT3.13

ADDITIONAL PRACTICE

More Grammar Practice PM3.31
Daily Writing Skills Practice, pages T197m–T197n

See Weeks 1–3 for additional practice resources.

Unit 3 Wrap-Up



Anthology
pages 212–213

OBJECTIVES

Thematic Connection: Geography

Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks and Purposes — CC.4.W.10

Speaking and Listening

Draw on Preparation to Explore Ideas — CC.4.SL.1.a

Academic Talk

1 Talk Together **Anthology** page 212

Display the Big Question. Read aloud the first paragraph on page 212. Have students revisit **Practice Master PM3.1** 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 elaboration: *Can you tell more? Why do you think so? Explain why.*

Writing

2 Write a Poem **Anthology** page 212

Read aloud the instructions. Ask volunteers to give examples of rhyme and figurative language by reviewing poems they read during the unit:

- "Travel" on **Practice Masters PM3.13–PM3.14**
- "Tortillas Like Africa" on pages 169–171.

Provide a frame for students to use to write their poems. Have students write independently. Post poems in a class display.

I'd like to visit a place,
Where the _____ is _____ like _____
There, I'd _____
And _____
Then I'd return home and _____ !

Unit Projects

3 Share Your Ideas **Anthology** page 213

Read aloud the project options. Have students who have chosen the Talk About It group project form small groups and gather in designated areas. Have the other students work independently.

Write It!

Plan

Read aloud the sample ad on page 213. Explain that ads try to convince people to act through persuasive techniques. Elaborate: *Ads like this are effective because they have images that appeal to our feelings or senses.* Have students think about how the sample ad appeals to their feelings and senses.

Write an Advertisement

In their advertisements, encourage students to include the following:

- sensory details to describe the place
- images that appeal to feelings or senses

Students may choose to display their ads or present them to the class.

Write Over Shorter Time for Specific Tasks and Purposes	CC.4.W.10
Use Sensory Details	CC.4.W.3.d

Talk About It!

Plan

Have each student choose a place mentioned in the reading in this unit. Have students write at least three facts about their chosen place to use as clues when they play the game.

Play a Game

Form small groups. Have each student take a turn sharing clues. Encourage guessers to ask yes-or-no questions to clarify or follow up on information.

After each student has had a turn, ask the group to share the places and clues they discussed.

Pose and Respond to Questions	CC.4.SL.1.c
Demonstrate Command of Usage	CC.4.L.1

Do It!

MATERIALS

old magazines • art supplies, such as drawing paper, colored markers, modeling clay, cardboard, or sturdy plates for base

Plan

Have students look through old magazines and choose photos of real places they would like to model. Then have students gather the model materials.

Build a Model

Remind students to think of how viewers will experience their model. Encourage students to add details, such as different textures and colors, to help the viewer visualize the place.

Have students display their models in the classroom. Allow time for volunteers to share how they built their models.

Report on a Topic	CC.4.SL.4

Write It!

MATERIALS

unlined index cards

Plan

Point out the sample postcard on page 213. Explain: *Postcards have limited space, so think about the details of your "visit" that you most want to share.*

Remind students that including sensory details in the text of the postcard will help readers visualize the place beyond just what is pictured and will make the postcard more interesting.

Write a Postcard

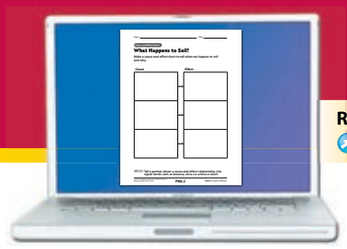
Have students follow the instructions to create their postcards. Create a mobile to display the postcards.

Demonstrate Command of Usage	CC.4.L.1
Write Over Shorter Time for Specific Tasks and Purposes	CC.4.W.10
Use Sensory Details	CC.4.W.3.d

Unit 3 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Contents at a Glance

	Practice Masters		Pages
	Family Newsletter 3: English and Spanish		
Week 1	**Day 1:**	Unit Concept Maps	PM3.1
		Theme Chart	PM3.2
	Day 3:	Grammar Game	PM3.3
	Day 4:	Grammar and Writing	PM3.4
	Day 5:	Test-Taking Strategy Practice	PM3.5
		Theme Chart	PM3.6
		Fluency Practice	PM3.7
	Reteach:	Grammar Practice	PM3.8
Week 2	**Day 1:**	Grammar Game	PM3.9
	Day 2:	Grammar Game	PM3.10
	Day 3:	Figurative Language Chart	PM3.11
		Grammar Practice	PM3.12
	Day 4:	Mark-Up Reading	PM3.13
		Grammar and Writing	PM3.15
	Reteach:	Grammar Practice	PM3.16
Week 3	**Day 1:**	Main Idea and Details	PM3.17
	Day 2:	Grammar Game	PM3.18
	Day 4:	Grammar and Writing	PM3.19
	Day 5:	Test-Taking Strategy Practice	PM3.20
		Outline	PM3.21
		Fluency Practice	PM3.22
	Reteach:	Grammar Practice	PM3.23
Week 4	**Day 1:**	Grammar Game	PM3.24
	Day 2:	Grammar Game	PM3.25
	Day 3:	Comparison Chart	PM3.26
		Grammar Practice	PM3.27
	Day 4:	Mark-Up Reading	PM3.28
		Grammar and Writing	PM3.30
	Reteach:	Grammar Practice	PM3.31

NATIONAL GEOGRAPHIC

Reach

NEWSLETTER

Level E | Unit 3

Dear Family Member,

"Why learn about other places?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about geography. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Together, interview a family member or friend about an interesting place he or she has visited. Find out what the place was like and why it was interesting. Try to use some of the New Words in your interview.
2. Work together to write notes about your interview on the lines below. Try to include some of the New Words in your notes.
3. Choose an item such as photo, postcard, or other souvenir that represents the place your family member or friend described. Send the item or a picture of the item to school for your student to share with the class.

What We're Reading

"How I Learned Geography"
by Uri Shulevitz
This story tells how a boy uses a map and his imagination to travel to faraway places and forget his troubles.

"Tortillas Like Africa"
by Gary Soto
In this poem, two boys see the shapes of different countries as they roll dough for tortillas.

"Extreme Earth"
by Beth Geiger
The hottest, tallest, coldest, most "extreme" places on Earth are discussed in this article.

"Photographing the World"
by Kristin Cozort
This photo-essay describes the work of Explorer Jimmy Chin, who photographs some of the most extreme places on Earth.

And more!

COPY READY

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

COPY READY

New Words

Weeks 1 and 2

border	globe	map
continent	hemisphere	range
country	imagine	suggest
equator	inhabitant	transport

Weeks 3 and 4

canyon	locate	plateau
elevation	ocean	region
feature	physical	surface
landform	plain	valley

Learn and play with words. NGReach.com

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

NATIONAL GEOGRAPHIC

Reach

BOLETÍN DE NOTICIAS

Nivel E | Unidad 3

Estimado miembro de la familia,

"¿Por qué aprender acerca de otros lugares?" Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de geografía. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, entrevisten a un amigo o miembro de la familia acerca de un lugar interesante que él o ella haya visitado. Averigüen cómo era el lugar y por qué fue interesante. Intenten usar algunas de las Nuevas Palabras en su entrevista.
2. En las líneas siguientes, escriban notas acerca de su entrevista. Intenten usar las Nuevas Palabras en sus notas.
3. Elijan un objeto como una fotografía, postal u otro recuerdo que represente el lugar que su familiar o amigo describió. Envíen el objeto o la fotografía a la escuela para que su estudiante lo comparta con la clase.

Qué estamos leyendo

"How I Learned Geography"
por Uri Shulevitz
Esta historia cuenta cómo un niño usa un mapa y su imaginación para viajar a lugares lejanos y olvidarse de sus problemas.

"Tortillas Like Africa"
por Gary Soto
En este poema, dos niños ven las formas de diferentes países mientras preparan masa para tortillas.

"Extreme Earth"
por Beth Geiger
Los lugares más cálidos, más altos, más fríos o más "extremos" de la tierra se presentan en este artículo.

"Photographing the World"
por Kristin Cozort
Este foto-ensayo describe el trabajo del explorador Jimmy Chin, quien fotografía algunos de los lugares más extremos de la tierra.

¡Y más!

COPY READY

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

COPY READY

Nuevas Palabras

Semanas 1 y 2

border
frontera

continent
continente

country
país

equator
línea ecuatorial

globe
globo

hemisphere
hemisferio

imagine
imaginar

inhabitant
habitante

map
mapa

range
cordillera

suggest
sugerir

transport
transportar

Semanas 3 y 4

canyon
cañón

elevation
elevación

feature
característica

landform
accidente geográfico

locate
localizar

ocean
océano

physical
físico

plain
planicie

plateau
meseta

region
región

surface
superficie

valley
valle

Aprenda y juegue con palabras. NGReach.com

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

Name _____ Date _____

Unit Concept Map

Amazing Places

Make a concept map with the answers to the Big Question: Why learn about other places?

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

For use with TE p. T145

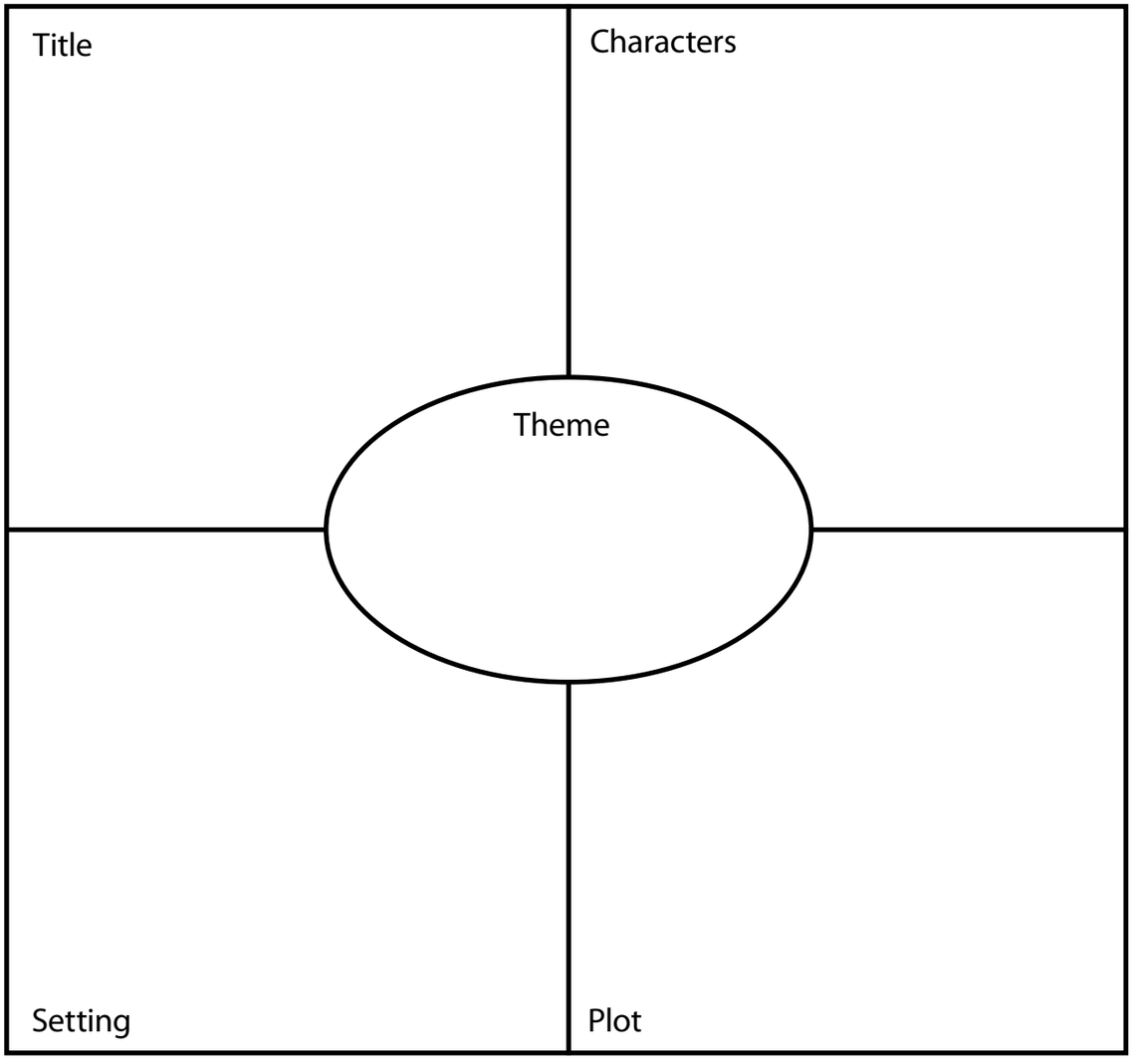
COPY READY

Name _____ Date _____

Theme Chart

Story Theme

Make a theme chart about a story you know.



Use your theme chart to tell a partner about the book.

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

Name _____ Date _____

Grammar: Game

Word Cards

	a	an	some
	echo	mountains	horse
	wishes	shelves	insect
	oranges	blanket	monkey
	hour	mango	adventure

COPY READY

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

Name _____ Date _____

COPY READY

Grammar: Plural Nouns, Words That Signal Nouns

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct spelling of plural nouns
- correct use of *a, an, the, some*

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

My parentes and I like to visit Badger Creek Nature Reserve near our town. It is an amazing place. Dozens of trails wind through the beautiful, thirty-acre reserve. The pathwaies are open 365 days an year, from dawn to dusk.

My favorite trail is one that passes through a area with a lot of bushs and trees. It's exciting to think that animals are hiding in burrows or among the branchees and leafs. Sometimes we catch an glimpse of them—raccoons, foxs, owls—even some snake.

We always walk quietly and speak in low voices, and we never pick any flowers, berrys, or other plants. After all, the purpose of the reserve is to protect a plants and animals!

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

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "How I Learned Geography." Choose the best answer.

Sample

1 What happens after the dad hangs up the map?

Ⓐ The boy feels sad.

● The boy studies the map.

Ⓒ The dad takes the map down.

Ⓓ The dad buys the map.

2 Who was angry with the dad after he returned home?

Ⓐ the boy and the couple

Ⓑ the shopkeeper and the boy

Ⓒ the mother and the couple

Ⓓ the boy and his mother

3 What happened before the boy moved to the new country?

Ⓐ The dad bought a map.

Ⓑ He drew pictures.

Ⓒ There was a war.

Ⓓ He dreamed about far away places.

Tell a partner how you used the strategy to answer the questions.

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

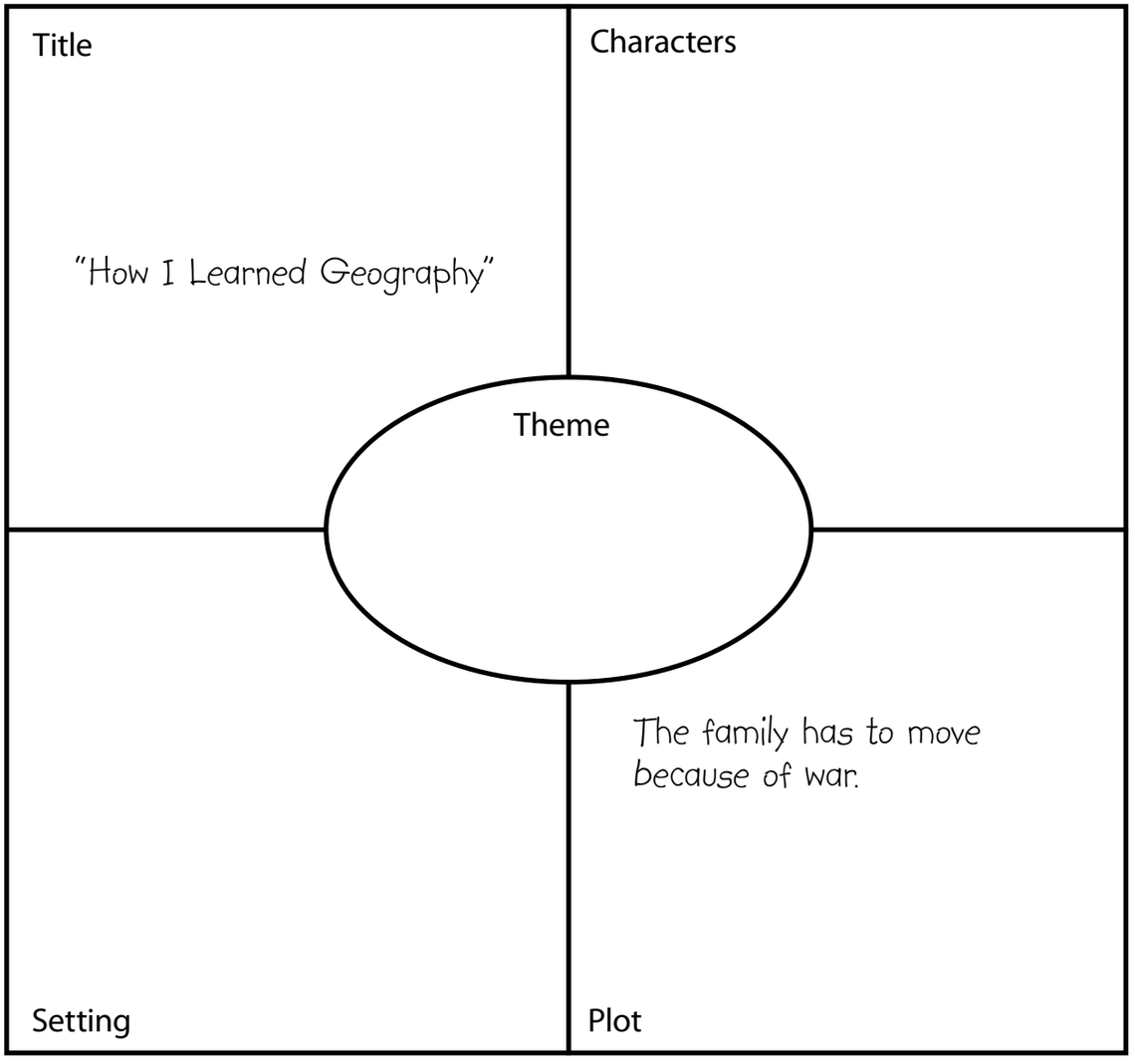
Name _____ Date _____

COPY READY

Theme Chart

"How I Learned Geography"

Make a theme chart for "How I Learned Geography."



Use your theme chart to summarize the story and state the theme.

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

Name _____ Date _____

Fluency Practice

"How I Learned Geography"

Use this passage to practice reading with proper intonation.

It was nearly dark when he came home. He carried 10
a long roll of paper under his arm. 18

"I bought a map," he announced triumphantly. 25

"Where is the bread?" Mother asked. 31

"I bought a map," he said again. 38

Mother and I said nothing. 43

"I had enough money to buy only a tiny piece of bread, 55
and we would still be hungry," he explained apologetically. 64

"No supper tonight," Mother said bitterly. "We'll have 72
the map instead." 75

From "How I Learned Geography," page 158

Intonation

1 ☐ Does not change pitch.
2 ☐ Changes pitch, but does not match content.
3 ☐ Changes pitch to match some of the 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.

_____ (words attempted in one minute) – _____ (number of errors) = _____ (words correct per minute (wcpm))

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

Name _____ Date _____

COPY READY

Grammar: Reteach

Lucky Dogs

Grammar Rules: Nouns

A **noun** names a person or thing. • To make most nouns plural, add *-s* to the end. • Some nouns change their spelling for plurals	Ana has two dogs. They love to roll in the leaves.
The articles *a*, *an*, *the*, and *some* signal a noun. • Use *a* or *an* before most singular nouns. • Use *some* with a plural noun. • Use *the* with both singular and plural nouns.	One dog likes to chew a bone. The other dog likes to play with an apple. The dogs love to play with some toys. The toys make them happy.

Circle the word that completes each sentence.

1. Ana wants four more (pet/pets).
2. She gives her pets good (lives/lifes).
3. Ana will give them (some/a) treats each day.
4. They can play with (the/a) toys she has.
5. (A/An) new pet is fun, so four will be even more fun.

Tell a partner about three things you can give a pet to make it happy. Use nouns and articles to tell these things.

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

Name _____ Date _____

Daily Grammar: Game

This or That

Demonstrative Adjectives

- Use **this** or **that** before one person, place, or thing.

This palm tree is growing on the beach.

That building looks very old.

Turn to pages 144–145 in the Anthology and use the sentences above to describe the objects in the photograph. Then, play a game using more pictures in the book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *this*.

2. Team Two points to the picture in Team One's hands and uses *that* to add more description.

3. Team Two takes the book, points to another picture, and describes the image using *this*.

4. Team One points to the picture in Team Two's hands and uses *that* to add more description.

5. Continue trading the book back and forth for three more rounds. Use *this* when your team has the book. Use *that* when the other team has the book.

COPY READY

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

Name _____ Date _____

COPY READY

Grammar: Game

These or Those

Demonstrative Adjectives

- Use **these** or **those** before more than one person, place, or thing.

These people near us are working hard.

Those people over there are coming to help.

Turn to page 195 in the Anthology and use the sentences above to describe the people you see in the photograph. Then, play a game using more pictures in your book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *these*.

2. Team Two points to the picture in Team One's hands and uses *those* to add more description.

3. Team Two takes the book, points to another picture, and describes the image using *these*.

4. Team One points to the picture in Team Two's hands and uses *those* to add more description.

5. Continue trading the book back and forth for three more rounds. Use *these* when your team has the book. Use *those* when the other team has the book.

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

Name _____ Date _____

Figurative Language Chart

Compare Figurative Language

Write the figurative language you find in the story and the poem. Label each type of figurative language.

"How I Learned Geography"	"Tortillas Like Africa"
"icy winds licked my face" (personification)	"Here was Chile, thin as a tie." (simile)

Take turns with a partner. Tell how each metaphor or simile helps you picture what is happening.

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

Name _____ Date _____

COPY READY

Grammar: Practice

Moving Day

Plural Nouns

1. To make many nouns plural, add *-s* to the end.
   land → lands
2. For nouns that end in *x, ch, sh, s, z,* and sometimes *o,* add *-es*.
   bench → benches volcano → volcanoes
3. For nouns that end in *y,* change the *y* to *i* and add *-es*.
   For nouns that end with a vowel then *y,* just add *-s*.
   lady → ladies way → ways

Write the plural nouns.

I looked around at our new home. The floor was covered in boxes (box). My mother was unpacking _____ (glass) in the kitchen. In three _____ (day) I started school. I wondered if my _____ (class) would be hard. I wondered if these _____ (boy) played football. My two little _____ (sister) did not seem worried. Mama saw the look on my face. She said there were other _____ (family) from Mexico on our block. She said some of the _____ (coach) were from other _____ (country), too. I started to feel better about my new home.

Pick two plural nouns from above and write new sentences. Read them to a partner.

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

Name _____ Date _____

Travel

by Robert Louis Stevenson

I should like to rise and go
Where the golden apples grow;
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;
Where in sunshine reaching out
Eastern cities, miles about,
Are with **mosque and minaret**
Among the sandy gardens set,
And the rich goods from near and far
Hang for sale in the **bazaar**;
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum,
Cities on the other hum;
Where are forests, hot as fire,
Wide as England, tall as a **spire**,

In Other Words

Lonely Crusoes people who are alone in unusual places, like the character in the story Robinson Crusoe

mosque and minaret the building where people worship and the tall tower that is part of that building

bazaar marketplace

spire tall, narrow tower on a roof; steeple

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

Name _____ Date _____

COPY READY

Travel (continued)

Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes;
Where in jungles, near and far,
Man-**devouring** tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or **a comer-by** be seen
Swinging in a **palanquin**;

Where among the desert sands
Some deserted city stands,
All its children, **sweep** and prince,
Growan to manhood **ages since**,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
With a camel caravan;
Light a flower in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes, fights, and festivals;
And in a corner find the toys
Of the old Egyptian boys.

In Other Words

devouring eating
Lest In Case
a comer-by someone coming by
palanquin covered seat which is carried by other people
sweep working people, like chimney sweeps
ages since a long time ago

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

Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct spelling of plural nouns
- correct use of *this, that, these, those*

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

Angelo showed me his photographs of Costa Rica. He had pictures of hoteles, forests, beachs—you name it! I put on my glassies.

I pointed to some monkeys. "What are these monkeys called?"

"That monkeys are called howlers," he said, "because they make really loud noisies."

Angelo pointed to a beautiful bird. "People say those bird is the most beautiful bird in the world. It is," he added.

"Did you see hummingbirdes?" I asked.

"Yes, I did!"

My friends have familys all over the place. I haven't been to other countrys. One day, I will travel and see the varietys of animals myself!

COPY READY

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

Name _____ Date _____

Grammar: Reteach

Chef Ramon

Grammar Rules: Adjectives

The words *this*, *that*, *these*, and *those* are **demonstrative adjectives** that show if a noun is near or far. They also show if a noun is singular or plural.

To make most nouns plural, add *-s* to the end.

- Add *-es* to nouns that end in *x*, *ch*, *sh*, *ss*, *z*, and sometimes *o*.
- Some nouns change their spelling for plurals.

This sandwich in my hand is mine. **(near, singular)**

Those sandwiches on the table are Mary's. **(far, plural)**

Ramon makes lunches for his family.

He makes lunches for other families.

Circle the word that correctly completes each sentence.

1. Ramon makes ten (boxes/boxs) of lunch every day.
2. He gathers his (supplys/supplies) early in the morning.
3. Ramon's (dayes/days) start with a lot of work.
4. He gives (this/these) lunches to his family.
5. (Those/That) sandwiches will be good to eat.

With a partner, role-play a conversation about making lunch with Ramon. Take turns using sentences with demonstrative adjectives and plural nouns.

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

Name _____ Date _____

Main Idea and Details

Logical Order

Write an outline of trips you have taken.

Outline

I. _____

A. _____

B. _____

II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

Work with a partner. Take turns using your outline to tell about your trips.

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

Name _____ Date _____

Grammar: Collective Nouns

In a Box Game

Grammar Rules Collective Nouns

- A collective noun names a group of people, animals, or things.

committee

panel

tribe

1. **Play with a partner.**
2. **Choose a box without initials in it. Read the word and decide whether it is a collective noun.**
3. **If your partner agrees that it is a collective noun, draw an X over the word. If your partner agrees that it is not a collective noun, draw a circle around the word. Then write your initials on the line in the box.**
4. **When all boxes are taken, your boxes. The player with the most boxes is the winner.**

staff _____	traveler _____	band _____	pack _____
photographer _____	herd _____	audience _____	area _____
team _____	class _____	neighbor _____	home _____
flock _____	crowd _____	leader _____	community _____

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

Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct use of collective nouns
- correct subject-verb agreement

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

Our class ~~are~~ is going to the new nature center tomorrow. Our class donated money to help build it, so the school administration have agreed to let us visit it on a school day. We're excited!

Since tomorrow is opening day, a crowd are likely to be there. I hope we get to see everything. I love nature!

The nature center has many different areas. A flock of sheeps graze in the south pasture. There are herds of goats and llamas in the north pasture, and there are a warren of rabbits in the hollow. Down by the lake, there are a gaggle of geese. Along one trail, a bee colony are making honey, and an army of ants is creating a huge hill. I hope our group visit them all.

COPY READY

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

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Extreme Earth." Choose the best answer.

Sample

1 Which place has the hottest temperature on Earth?

Ⓐ The Great Barrier Reef

Ⓑ The Amazon

● The Sahara

Ⓓ Antarctica

2 Nomads move from place to place in the hot desert. How do they know when to move?

Ⓐ Sunlight bakes the ground.

Ⓑ There is no water or food.

Ⓒ The fennec adapts to life in the desert.

Ⓓ The animals run, walk, or crawl.

3 What happens after a polyp dies?

Ⓐ The skeleton protects the polyp's soft body.

Ⓑ Each polyp takes chemicals from the sea.

Ⓒ The polyp makes a hard outer skeleton.

Ⓓ New polyps build on the skeleton that is left.

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

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

Name _____ Date _____

Outline

Outline the main ideas and details in "Extreme Earth."

Outline

I. Mount Everest is the tallest mountain on the planet.

A. It is 8,850 meters above sea level.

B. No plants or animals live there.

II. The Sahara is the largest hot desert on Earth.

A. Only 8 centimeters of rain fall each year.

B. Few plants and animals live there.

III. _____

A. _____

B. _____

IV. _____

A. _____

B. _____

V. _____

A. _____

B. _____

VI. _____

Use your outline to summarize "Extreme Earth" with a partner. Include Key Words in your main ideas and details.

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

Name _____ Date _____

COPY READY

Fluency Practice

"Extreme Earth"

Use this passage to practice reading with proper phrasing.

Our next extreme place is under water. It is the Great 11
Barrier Reef, off the coast of Australia. It is the largest reef on 24
Earth. It is bigger than New Mexico. In fact, the Great Barrier 36
Reef is the largest thing ever built by living creatures. 46

The builders are tiny animals called coral polyps. Each 55
polyp takes chemicals from the sea. It uses the chemicals to 66
make a hard outer skeleton shaped like a cup. This cup 77
protects the polyp's soft body. 82

From "Extreme Earth," page 188

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.

_____ – _____ = _____

words attempted in one minute | number of errors | words correct per minute (wcpm)

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

Name _____ Date _____

Grammar: Reteach

A Group Trip

Grammar Rules: Nouns

A **collective noun** names a group of people, animals, or things.

- It is **singular** because it names **one** group of people, animals, or things. A collective nounalways has a singular verb.

The band plays every day.
A crowd gathers to listen.
But an ant colony is biting people.

Use the correct form of the verb to complete each sentence. Then read the sentences to a partner.

1. Joel's family _____ (be) my family's best friends.
2. The group _____ (be) planning a trip together.
3. We will take a class in scuba diving. The class _____ (practice) all day for two days to learn safety tips.
4. If a school of fish _____ (swim) by, I will be excited.
5. Our community _____ (want) to see the photos from our trip.

Tell a partner three things that a group can do together. Use collective nouns to tell about the activities.

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

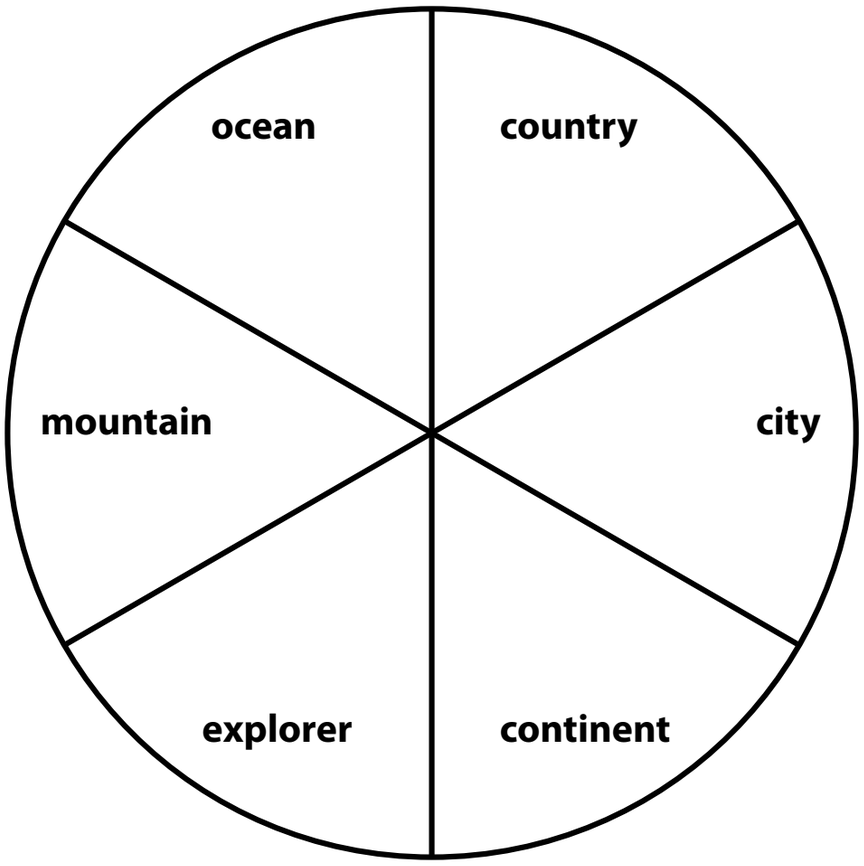
Name _____ Date _____

COPY READY

Grammar: Game

Let's Get Specific

1. Cut out the circle below. Push the brad through the center. Open the band in the back. Hook a large paper clip over the brad to make a spinner.
2. Draw a 6-column chart. Write a different common noun from the spinner at the top of each column.
3. Spin the spinner.
4. Name a proper noun that goes with the common noun.
5. Write the proper noun under the correct heading. Have your partner check for correct capitalization.
6. Keep playing until each column has three proper nouns in it.



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

Name _____ Date _____

Grammar: Game

Let's Agree

Irregular Plural Nouns

- An **irregular noun** does not use **-s** or **-es** to form the plural.

woman → **women**
goose → **geese**
mouse → **mice**
foot → **feet**
child → **children**
person → **people**
ox → **oxen**
tooth → **teeth**

1. **Play with a partner.**
2. **Make a card for each word below. Place the cards face down. Take turns turning over a card.**
3. **Spell the plural form of each word and use it in a sentence. If your partner agrees, keep the card. The player with the most cards wins.**

woman	mouse	tooth	ox
goose	foot	child	person

COPY READY

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

Name _____ Date _____

COPY READY

Comparison Chart

Photographing the World

Write yes or no next to each feature. List more text features.

features	"Extreme Earth"	"Photographing the World"
1. title	yes	yes
2. section headings		
3. photographs		
4. captions		
5. maps		

Talk about features of the two genres with a partner. Each partner can describe one of the genres. Mention all features of your genre that you listed in the chart.

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

Name _____ Date _____

Grammar: Practice

Saving a Forest from Fire

Grammar Rules Irregular Plural Nouns

rule	example
Some plural nouns do not add *-s* or *-es* to show "more than one." They change their spelling.	*goose* → *geese*
Some nouns do not change at all when they become plural.	*moose* → *moose*

Write the plural form of the noun in the box to complete each sentence.

1. deer **There are many** deer **living in the forest. A fire put them in danger.**

2. fireman **It took forty** _____ **to put out the fire. They saved the animals and some very old trees.**

3. person **After the fire was out, many** _____ **offered to help.**

4. child **The town's** _____ **gathered food for the animals.**

Pick two of the plural nouns from above and write new sentences. Read them aloud to a partner.

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

Name _____ Date _____

COPY READY

Mark-Up Reading

Chile: Where Nature Goes to Extremes

by Nathan Sanchez

The country of Chile is a land of amazing physical extremes. You can see this in its shape, which looks like a ribbon. Chile is extremely long but very narrow. From its northern boundary with Peru to its southern tip at Cape Horn, Chile is 2,700 miles long. However, the country's average width is only 110 miles. At one point, Chile is only 9.6 miles wide!

Chile is bounded along its lengthy western coast by the Pacific Ocean. This long coastline accounts for more than one-half of South America's Pacific coast. Chile has 2,700 miles of sparkling ocean views. Located just a few miles inland from these shores, however, is the Atacama Desert, another example of Chile's extreme features. The Atacama Desert is the driest region on Earth. Scientists say that in some parts not one drop of rain has fallen in 120,000 years!

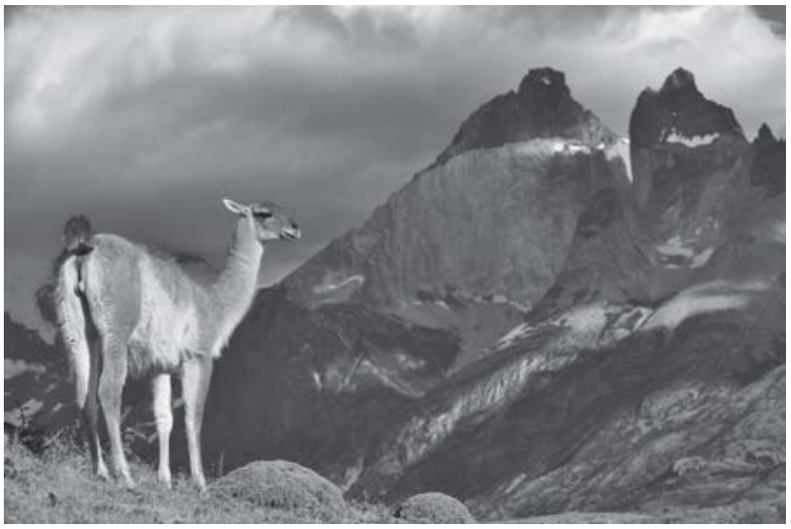
▲ **Chile, Land of Extremes**

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

Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes (continued)



▲ The Andes mountain chain is the longest in the world.

Another example of Chile's natural extremes is the Andes mountain range. This is the world's longest continuous mountain chain. The high, rocky peaks of the Andes soar more than 22,000 feet. By contrast, at the base of the Andes sprawl the vast, flat ice fields of Patagonia. These are the second-largest ice fields in the world.

The shores of Chile are beautiful, but they are also located along the Pacific Ring of Fire, the meeting place of two of Earth's plates. When these pieces of Earth's crust shift, it creates earthquakes across the region. This is certainly the most dramatic and deadly way in which nature goes to extremes in Chile.

Explanation

.....

.....

.....

.....

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

Name _____ Date _____

COPY READY

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct capitalization of common and proper nouns
- correct spelling of irregular plural nouns

Editing and Proofreading Marks

^	Add.
~	Take out.
≡	Make capital.
/	Make lower case.

Have you ever been to a national park? The united states has great ones!

My favorite is Bryce Canyon in utah. It's a Fairyland! For thousands of years, nature has carved the rocks into fanciful shapes. There are castles, ships, towers. My favorite Trail is named the fairyland loop trail.

I also love Denali national park. It's in alaska. Talk about different! Denali means "the high one" in the language of the athabascans, and is it ever! Denali is the highest mountain in north America, and it's covered with snows. You can see black bears, grizzlies, mooses, and sheeps. You might even see wolves or foxes.

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

Name _____ Date _____

Grammar: Reteach

Great Jobs

Grammar Rules: Nouns

• A **common noun** names anyperson, place, thing, or idea. It starts with a small letter. • A **proper noun** names aparticular person, place, thing, or idea. It starts with a capital letter.	A firefighter has an important job. My friend Roberto is proud that his dad is a firefighter.
• Most nouns use *–s* or *-es* to show more than one. But an **irregular noun** does not use *-s* or *-es* to show more than one.	When I was a child, I wanted to be a firefighter. Most children I knew thought about it, too.

Complete these sentences by writing the correct word on the line.

1. My teacher, Mr. _____, is a good teacher. (stanford/Stanford)
2. He tells us about many different _____. (jobs/Jobs)
3. We can be an animal doctor and take care of _____. (gooses/geese)
4. We can catch _____ for a living. (fishes/fish)
5. We can cook _____ in a restaurant. (deer/deers)

With a partner, take turns and use irregular plural nouns to talk about different animals.

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

Answer Keys

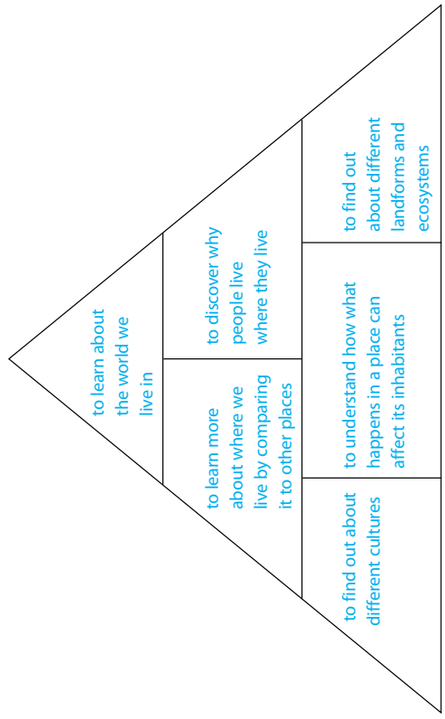
Also available in Resource Directory NGReach.com

Name _____ Date _____

Unit Concept Map

Amazing Places

Make a concept map with the answers to the Big Question: Why learn about other places?



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

Page PM3.1

Name _____ Date _____

Theme Chart

Story Theme

Make a theme chart about a story you know.

Title	Characters
Answers will vary, depending on the story students choose.	
Theme	
Setting	Plot

Use your theme chart to tell a partner about the book.

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

Page PM3.2

Name _____ Date _____

Grammar: Game

Word Cards

a	an	some
echo	mountains	horse
wishes	shelves	insect
oranges	blanket	monkey
hour	mango	adventure

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

Page PM3.3

Name _____ Date _____

Grammar: Plural Nouns, Words That Signal Nouns

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct spelling of plural nouns
- correct use of *a, an, the, some*

Editing and Proofreading Marks

^	Add.
~	Take out.
⌒	Move to here.
^,	Add comma.
⊙	Add period.

My parentes and I like to visit Badger Creek Nature Reserve near our town. It is an amazing place. Dozens of trails wind through the beautiful, thirty-acre reserve. The pathwaies are open 365 days an year, from dawn to dusk.

My favorite trail is one that passes through a area with a lot of bushs and trees. It's exciting to think that animals are hiding in burrows or among the branchees and leafs. Sometimes we catch an glimpse of them—raccoons, foxs, owls—even some snake.

We always walk quietly and speak in low voices, and we never pick any flowers, berrys, or other plants. After all, the purpose of the reserve is to protect a plants and animals!

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

Page PM3.4

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "How I Learned Geography." Choose the best answer.

Sample

1. What happens after the dad hangs up the map?
   - Ⓐ The boy feels sad.
   - ● The boy studies the map.
   - Ⓒ The dad takes the map down.
   - Ⓓ The dad buys the map.

2. Who was angry with the dad after he returned home?
   - Ⓐ the boy and the couple
   - Ⓑ the shopkeeper and the boy
   - Ⓒ the mother and the couple
   - ● the boy and his mother

3. What happened before the boy moved to the new country?
   - Ⓐ The dad bought a map.
   - Ⓑ He drew pictures.
   - ● There was a war.
   - Ⓓ He dreamed about far away places.

Tell a partner how you used the strategy to answer the questions.

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

Page PM3.5

Name _____ Date _____

Theme Chart

"How I Learned Geography"

Make a theme chart for "How I Learned Geography."

Title	Characters
"How I Learned Geography"	Uri Uri's father Uri's mother
Theme Imagination can help people through even the most difficult of times.	
Setting	Plot
a new country	The family has to move because of war. Uri's father buys a map. Uri imagines visiting places on the map.

Use your theme chart to summarize the story and state the theme.

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

Page PM3.6

Name _____ Date _____

Fluency Practice

"How I Learned Geography"

Use this passage to practice reading with proper intonation.

It was nearly dark when he came home. He carried a long roll of paper under his arm. 10 18

"I bought a map," he announced triumphantly. 25

"Where is the bread?" Mother asked. 31

"I bought a map," he said again. 38

Mother and I said nothing. 43

"I had enough money to buy only a tiny piece of bread, and we would still be hungry," he explained apologetically. 55 64

"No supper tonight," Mother said bitterly. "We'll have the map instead." 72 75

From "How I Learned Geography," page 158

Intonation

1 ☐ Does not change pitch.
2 ☐ Changes pitch, but does not match content.
3 ☐ Changes pitch to match some of the 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.

_____ (words attempted in one minute) – _____ (number of errors) = _____ (words correct per minute (wcpm))

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

Page PM3.7

Name _____ Date _____

Grammar: Reteach

Lucky Dogs

Grammar Rules: Nouns

A **noun** names a person or thing. • To make most nouns plural, add *-s* to the end. • Some nouns change their spelling for plurals	Ana has two dogs. They love to roll in the leaves.
The articles *a, an, the,* and *some* signal a noun. • Use *a* or *an* before most singular nouns. • Use *some* with a plural noun. • Use *the* with both singular and plural nouns.	One dog likes to chew a bone. The other dog likes to play with an apple. The dogs love to play with some toys. The toys make them happy.

Circle the word that completes each sentence.

1. Ana wants four more (pet/pets).
2. She gives her pets good (lives/lifes).
3. Ana will give them (some/a) treats each day.
4. They can play with (the/a) toys she has.
5. (A/An) new pet is fun, so four will be even more fun.

Tell a partner about three things you can give a pet to make it happy. Use nouns and articles to tell these things.

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

Page PM3.8

Name _____ Date _____

Daily Grammar: Game

This or That

Demonstrative Adjectives

- Use **this** or **that** before one person, place, or thing.

This palm tree is growing on the beach.

That building looks very old.

Turn to pages 144–145 in the Anthology and use the sentences above to describe the objects in the photograph. Then, play a game using more pictures in the book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *this*.
2. Team Two points to the picture in Team One's hands and uses *that* to add more description.
3. Team Two takes the book, points to another picture, and describes the image using *this*.
4. Team One points to the picture in Team Two's hands and uses *that* to add more description.
5. Continue trading the book back and forth for three more rounds. Use *this* when your team has the book. Use *that* when the other team has the book.

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

Page PM3.9

Name _____ Date _____

Grammar: Game

These or Those

Demonstrative Adjectives

- Use **these** or **those** before more than one person, place, or thing.

These people near us are working hard.

Those people over there are coming to help.

Turn to page 195 in the Anthology and use the sentences above to describe the people you see in the photograph. Then, play a game using more pictures in your book.

1. Team One holds the book, finds a picture, points to it, and describes something in the image using *these*.
2. Team Two points to the picture in Team One's hands and uses *those* to add more description.
3. Team Two takes the book, points to another picture, and describes the image using *these*.
4. Team One points to the picture in Team Two's hands and uses *those* to add more description.
5. Continue trading the book back and forth for three more rounds. Use *these* when your team has the book. Use *those* when the other team has the book.

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

Page PM3.10

Name _____ Date _____

Figurative Language Chart

Compare Figurative Language

Write the figurative language you find in the story and the poem. Label each type of figurative language.

"How I Learned Geography"	"Tortillas Like Africa"
"icy winds licked my face" (personification)	"Here was Chile, thin as a tie." (simile)
"stone carvings danced on walls" (personification)	"Here was Italy, the boot country." (metaphor)
	"Here was France, square as a hat." (simile)
	"These tortillas were not round as a pocked moon." (simile)
	"tortillas were . . . the twist and stretch of the earth taking shape" (metaphor)

Take turns with a partner. Tell how each metaphor or simile helps you picture what is happening.

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

Page PM3.11

Name _____ Date _____

Grammar: Practice

Moving Day

Plural Nouns

1. To make many nouns plural, add *-s* to the end.
   land → lands
2. For nouns that end in *x, ch, sh, s, z,* and sometimes *o,* add *-es*.
   bench → benches volcano → volcanoes
3. For nouns that end in *y,* change the *y* to *i* and add *-es*.
   For nouns that end with a vowel then *y,* just add *-s*.
   lady → ladies way → ways

Write the plural nouns.

I looked around at our new home. The floor was covered in boxes (box). My mother was unpacking glasses (glass) in the kitchen. In three days (day) I started school. I wondered if my classes (class) would be hard. I wondered if these boys (boy) played football. My two little sisters (sister) did not seem worried. Mama saw the look on my face. She said there were other families (family) from Mexico on our block. She said some of the coaches (coach) were from other countries (country), too. I started to feel better about my new home.

Pick two plural nouns from above and write new sentences. Read them to a partner.

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

Page PM3.12

Name _____ Date _____

Travel

by Robert Louis Stevenson

I should like to rise and go a
Where the golden apples grow; a
Where below another sky b
Parrot islands anchored lie, b
And, watched by cockatoos and goats, c
Lonely Crusoes building boats; c
Where in sunshine reaching out d
Eastern cities, miles about, d
Are with **mosque and minaret** e
Among the sandy gardens set, e
And the rich goods from near and far f
Hang for sale in the **bazaar**; f
Where the Great Wall round China goes, g
And on one side the desert blows, g
And with bell and voice and drum, h
Cities on the other hum; h
Where are forests, hot as fire, i
Wide as England, tall as a **spire**, i

In Other Words

Lonely Crusoes people who are alone in unusual places, like the character in the story Robinson Crusoe

mosque and minaret the building where people worship and the tall tower that is part of that building

bazaar marketplace

spire tall, narrow tower on a roof; steeple

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

Page PM3.13

Name _____ Date _____

Travel (continued)

Where the knotty crocodile a
Lies and blinks in the Nile, a
And the red flamingo flies b
Hunting fish before his eyes; b
Where in jungles, near and far, c
Man-**devouring** tigers are, c
Lying close and giving ear d
Lest the hunt be drawing near, d
Or **a comer-by** be seen e
Swinging in a **palanquin**; e

Where among the desert sands a
Some deserted city stands, a
All its children, **sweep** and prince, b
Growan to manhood **ages since**, b
Not a foot in street or house, c
Not a stir of child or mouse, c
And when kindly falls the night, d
In all the town no spark of light. d
There I'll come when I'm a man e
With a camel caravan; e
Light a flower in the gloom f
Of some dusty dining-room; f
See the pictures on the walls, g
Heroes, fights, and festivals; g
And in a corner find the toys h
Of the old Egyptian boys. h

In Other Words

devouring eating
Lest In Case
a comer-by someone coming by
palanquin covered seat which is carried by other people
sweep working people, like chimney sweeps
ages since a long time ago

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

Page PM3.14

Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct spelling of plural nouns
- correct use of *this, that, these, those*

Editing and Proofreading Marks

^	Add.
⌒	Take out.
⌒^	Move to here.
^,	Add comma.
⊙	Add period.

Angelo showed me his photographs of Costa Rica. He had pictures of hotels, forests, beaches—you name it! I put on my glasses.

I pointed to some monkeys. "What are these monkeys called?"

"That monkeys are called howlers," he said, "because they make really loud noises."

Angelo pointed to a beautiful bird. "People say those bird is the most beautiful bird in the world. It is," he added.

"Did you see hummingbirds?" I asked.

"Yes, I did!"

My friends have familys all over the place. I haven't been to other countrys. One day, I will travel and see the varietys of animals myself!

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

Page PM3.15

Name _____ Date _____

Grammar: Reteach

Chef Ramon

Grammar Rules: Adjectives

The words *this, that, these,* and *those* are **demonstrative adjectives** that show if a noun is near or far. They also show if a noun is singular or plural.

This sandwich in my hand is mine. (near, singular)

Those sandwiches on the table are Mary's. (far, plural)

To make most nouns plural, add *-s* to the end.

- Add *-es* to nouns that end in *x, ch, sh, ss, z,* and sometimes *o.*

Ramon makes lunches for his family.

- Some nouns change their spelling for plurals.

He makes lunches for other families.

Circle the word that correctly completes each sentence.

1. Ramon makes ten (boxes/boxs) of lunch every day.
2. He gathers his (supplys/supplies) early in the morning.
3. Ramon's (dayes/days) start with a lot of work.
4. He gives (this/these) lunches to his family.
5. (Those/That) sandwiches will be good to eat.

With a partner, role-play a conversation about making lunch with Ramon. Take turns using sentences with demonstrative adjectives and plural nouns.

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

Page PM3.16

Name _____ Date _____

Main Idea and Details

Logical Order

Write an outline of trips you have taken.

Outline

I. _____

A. _____

B. _____

II. _____

A. _____

B. _____

III. _____

A. _____

B. _____

Work with a partner. Take turns using your outline to tell about your trips.

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

Page PM3.17

Name _____ Date _____

Grammar: Collective Nouns

In a Box Game

Grammar Rules Collective Nouns

- A collective noun names a group of people, animals, or things.

committee
panel
tribe

1. **Play with a partner.**
2. **Choose a box without initials in it. Read the word and decide whether it is a collective noun.**
3. **If your partner agrees that it is a collective noun, draw an X over the word. If your partner agrees that it is not a collective noun, draw a circle around the word. Then write your initials on the line in the box.**
4. **When all boxes are taken, your boxes. The player with the most boxes is the winner.**

staff ___	traveler ___	band ___	pack ___
photographer ___	herd ___	audience ___	area ___
team ___	class ___	neighbor ___	home ___
flock ___	crowd ___	leader ___	community ___

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

Page PM3.18

Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct use of collective nouns
- correct subject-verb agreement

Editing and Proofreading Marks

^	Add.
~~	Take out.
⌒	Move to here.
^,	Add comma.
⊙	Add period.

Our class ~~are~~ is going to the new nature center tomorrow. Our class donated money to help build it, so the school administration ~~have~~ has agreed to let us visit it on a school day. We're excited!

Since tomorrow is opening day, a crowd ~~are~~ is likely to be there. I hope we get to see everything. I love nature!

The nature center has many different areas. A flock of sheeps ~~graze~~ s in the south pasture. There are herds of goats and llamas in the north pasture, and there ~~are~~ is a warren of rabbits in the hollow. Down by the lake, there ~~are~~ is a gaggle of geese. Along one trail, a bee colony ~~are~~ is making honey, and an army of ants is creating a huge hill. I hope our group visit s them all.

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

Page PM3.19

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Extreme Earth." Choose the best answer.

Sample

1. Which place has the hottest temperature on Earth?
   - Ⓐ The Great Barrier Reef
   - Ⓑ The Amazon
   - ● The Sahara
   - Ⓓ Antarctica

2. Nomads move from place to place in the hot desert. How do they know when to move?
   - Ⓐ Sunlight bakes the ground.
   - ● There is no water or food.
   - Ⓒ The fennec adapts to life in the desert.
   - Ⓓ The animals run, walk, or crawl.

3. What happens after a polyp dies?
   - Ⓐ The skeleton protects the polyp's soft body.
   - Ⓑ Each polyp takes chemicals from the sea.
   - Ⓒ The polyp makes a hard outer skeleton.
   - ● New polyps build on the skeleton that is left.

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

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

Page PM3.20

Name _____ Date _____

Outline

Outline the main ideas and details in "Extreme Earth."

Outline

I. Mount Everest is the tallest mountain on the planet.

A. It is 8,850 meters above sea level.

B. No plants or animals live there.

II. The Sahara is the largest hot desert on Earth.

A. Only 8 centimeters of rain fall each year.

B. Few plants and animals live there.

III. The Great Barrier Reef is the largest reef on Earth.

A. The reef is built by tiny animals called coral polyps.

B. The reef is made up of thousands of smaller reefs.

IV. The Amazon River flows through the world's largest rain forest.

A. One of every five drops of fresh water comes from the Amazon.

B. More than 400 inches of rain fall into the river each year.

V. Angel Falls is the world's tallest waterfall.

A. The water drops 979 meters.

B. Angel Falls plunges over a table mountain.

VI. There are many more extreme places in the world.

Use your outline to summarize "Extreme Earth" with a partner. Include Key Words in your main ideas and details.

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

Page PM3.21

Name _____ Date _____

Fluency Practice

"Extreme Earth"

Use this passage to practice reading with proper phrasing.

Our next extreme place is under water. It is the Great 11
Barrier Reef, off the coast of Australia. It is the largest reef on 24
Earth. It is bigger than New Mexico. In fact, the Great Barrier 36
Reef is the largest thing ever built by living creatures. 46
The builders are tiny animals called coral polyps. Each 55
polyp takes chemicals from the sea. It uses the chemicals to 66
make a hard outer skeleton shaped like a cup. This cup 77
protects the polyp's soft body. 82

From "Extreme Earth," page 188

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.

_____ (words attempted in one minute) – _____ (number of errors) = _____ (words correct per minute (wcpm))

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

Page PM3.22

Name _____ Date _____

Grammar: Reteach

A Group Trip

Grammar Rules: Nouns

A **collective noun** names a group of people, animals, or things.

- It is **singular** because it names **one** group of people, animals, or things. A collective nounalways has a singular verb.

The band plays every day.
A crowd gathers to listen.
But an ant colony is biting people.

Use the correct form of the verb to complete each sentence. Then read the sentences to a partner.

1. Joel's family ___is___ (be) my family's best friends.
2. The group ___is___ (be) planning a trip together.
3. We will take a class in scuba diving. The class ___practices___ (practice) all day for two days to learn safety tips.
4. If a school of fish ___swims___ (swim) by, I will be excited.
5. Our community ___wants___ (want) to see the photos from our trip.

Tell a partner three things that a group can do together. Use collective nouns to tell about the activities.

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

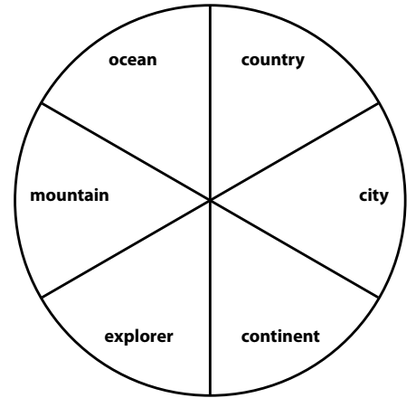
Page PM3.23

Name _____ Date _____

Grammar: Game

Let's Get Specific

1. **Cut out the circle below. Push the brad through the center. Open the band in the back. Hook a large paper clip over the brad to make a spinner.**
2. **Draw a 6-column chart. Write a different common noun from the spinner at the top of each column.**
3. **Spin the spinner.**
4. **Name a proper noun that goes with the common noun.**
5. **Write the proper noun under the correct heading. Have your partner check for correct capitalization.**
6. **Keep playing until each column has three proper nouns in it.**



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

Page PM3.24

Name _____ Date _____

Grammar: Game

Let's Agree

Irregular Plural Nouns

- An **irregular noun** does not use **-s** or **-es** to form the plural.

woman → **women**
goose → **geese**
mouse → **mice**
foot → **feet**
child → **children**
person → **people**
ox → **oxen**
tooth → **teeth**

1. **Play with a partner.**
2. **Make a card for each word below. Place the cards face down. Take turns turning over a card.**
3. **Spell the plural form of each word and use it in a sentence. If your partner agrees, keep the card. The player with the most cards wins.**

woman	mouse	tooth	ox
goose	foot	child	person

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

Page PM3.25

Name _____ Date _____

Comparison Chart

Photographing the World

Write yes or no next to each feature. List more text features.

features	"Extreme Earth"	"Photographing the World"
1. title	yes	yes
2. section headings	yes	yes
3. photographs	yes	yes
4. captions	yes	yes
5. maps	yes	no
6. graphs and diagrams	yes	no

Talk about features of the two genres with a partner. Each partner can describe one of the genres. Mention all features of your genre that you listed in the chart.

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

Page PM3.26

Name _____ Date _____

Grammar: Practice

Saving a Forest from Fire

Grammar Rules Irregular Plural Nouns

rule	example
Some plural nouns do not add *-s* or *-es* to show "more than one." They change their spelling.	*goose* → *geese*
Some nouns do not change at all when they become plural.	*moose* → *moose*

Write the plural form of the noun in the box to complete each sentence.

1. deer **There are many** deer **living in the forest. A fire put them in danger.**
2. fireman **It took forty** firemen **to put out the fire. They saved the animals and some very old trees.**
3. person **After the fire was out, many** people **offered to help.**
4. child **The town's** children **gathered food for the animals.**

Pick two of the plural nouns from above and write new sentences. Read them aloud to a partner.

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

Page PM3.27

Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes

by Nathan Sanchez

The country of Chile is a land of amazing physical extremes. You can see this in its shape, which looks like a ribbon. Chile is extremely long but very narrow. From its northern boundary with Peru to its southern tip at Cape Horn, Chile is 2,700 miles long. However, the country's average width is only 110 miles. At one point, Chile is only 9.6 miles wide!

Chile is bounded along its lengthy western coast by the Pacific Ocean. This long coastline accounts for more than one-half of South America's Pacific coast. Chile has 2,700 miles of sparkling ocean views. Located just a few miles inland from these shores, however, is the Atacama Desert, another example of Chile's extreme features. The Atacama Desert is the driest region on Earth. Scientists say that in some parts not one drop of rain has fallen in 120,000 years!

▲ Chile, Land of Extremes

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

Page PM3.28

Name _____ Date _____

Mark-Up Reading

Chile: Where Nature Goes to Extremes (continued)

▲ The Andes mountain chain is the longest in the world.

Another example of Chile's natural extremes is the Andes mountain range. This is the world's longest continuous mountain chain. The high, rocky peaks of the Andes soar more than 22,000 feet. By contrast, at the base of the Andes sprawl the vast, flat ice fields of Patagonia. These are the second-largest ice fields in the world.

The shores of Chile are beautiful, but they are also located along the Pacific Ring of Fire, the meeting place of two of Earth's plates. When these pieces of Earth's crust shift, it creates earthquakes across the region. This is certainly the most dramatic and deadly way in which nature goes to extremes in Chile.

Explanation

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

Page PM3.29

Name _____ Date _____

Daily Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for:

- correct capitalization of common and proper nouns
- correct spelling of irregular plural nouns

Editing and Proofreading Marks

^	Add.
~~	Take out.
≡	Make capital.
/	Make lower case.

Have you ever been to a national park? The united states has great ones!

My favorite is Bryce Canyon in utah. It's a Fairyland! For thousands of years, nature has carved the rocks into fanciful shapes. There are castles, ships, towers. My favorite Trail is named the fairyland loop trail.

I also love Denali national park. It's in alaska. Talk about different! Denali means "the high one" in the language of the athabascans, and is it ever! Denali is the highest mountain in north America, and it's covered with snows. You can see black bears, grizzlies, mooses, and sheeps. You might even see wolves or foxes.

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

Page PM3.30

Name _____ Date _____

Grammar: Reteach

Great Jobs

Grammar Rules: Nouns

• A **common noun** names anyperson, place, thing, or idea. It starts with a small letter. • A **proper noun** names aparticular person, place, thing, or idea. It starts with a capital letter.	A firefighter has an important job. My friend Roberto is proud that his dad is a firefighter.
• Most nouns use *–s* or *-es* to show more than one. But an **irregular noun** does not use *-s* or *-es* to show more than one.	When I was a child, I wanted to be a firefighter. Most children I knew thought about it, too.

Complete these sentences by writing the correct word on the line.

1. My teacher, Mr. Stanford, is a good teacher. (stanford/Stanford)
2. He tells us about many different jobs. (jobs/Jobs)
3. We can be an animal doctor and take care of geese. (gooses/geese)
4. We can catch fish for a living. (fishes/fish)
5. We can cook deer in a restaurant. (deer/deers)

With a partner, take turns and use irregular plural nouns to talk about different animals.

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

Page PM3.31

Books at a Glance

Lexile® key

BL Below Level = 400L–550L
OL On Level = 700L–850L
BL Below Level = 550L–700L
AL Above Level = 800L–950L

		Level* & Title	Author	Content Connection	Pages
Week 1 Imagining the World	DAY 1	Explorer Books, ***The Great Wall of China*** BL Pioneer Edition OL Pathfinder Edition	David Jeffery	Landmarks of China	SG4–SG5
	DAYS 2–5	BL ***Sitti's Secrets***	Naomi Shihab Nye	The Middle East	SG6, SG8
		BL ***Miss Rumphius***	Barbara Cooney	Landforms Around the World	SG6, SG8
		PART 1 OL ***Everest: The Climb***	Gordon Korman	Landforms in Asia	SG7, SG9
		PART 1 AL ***The Cay***	Theodore Taylor	Caribbean Islands	SG7, SG9
Week 2 Imagining the World	DAY 1	Explorer Books, ***Passport to Wonder*** BL Pioneer Edition OL Pathfinder Edition	Marylou Tousignant	Monuments	SG10–SG11
	DAYS 2–5	BL ***The Cave Explorers***	Robert Hillman	Landforms in North America	SG12, SG14
		BL ***The Flying Doctor***	Alan Horsfield	Landforms in Australia	SG12, SG14
		PART 2 OL ***Everest: The Climb***	Gordon Korman	Landforms in Asia	SG13, SG15
		PART 2 AL ***The Cay***	Theodore Taylor	Caribbean Islands	SG13, SG15
Week 3 Distant Lands	DAY 1	Explorer Books, ***Animals of Denali*** BL Pioneer Edition OL Pathfinder Edition	Susan E. Goodman	Alaska	SG16–SG17
	DAYS 2–5	BL ***Coober Pedy, Australia***	Elspeth Leacock	Australia	SG18, SG20
		BL ***Egypt***	Kevin Supples	Egypt	SG18, SG20
		OL ***England: The Land***	Erinn Banting	England	SG19, SG21
		AL ***South America: Geography and Environments***	Carl Proujan	South America	SG19, SG21
Week 4 Exploring Earth's Extremes	DAY 1	Explorer Books, ***Climbing to Success*** BL Pioneer Edition OL Pathfinder Edition	Jacqueline St. Jacques	Exploring Mount Everest	SG22–SG23
	DAYS 2–5	BL ***Race to the Pole***	Gare Thompson	Exploring the South Pole	SG24, SG26
		BL ***To the Top! Climbing the World's Highest Mountain***	Sydelle Kramer	Exploring Mount Everest	SG24, SG26
		OL ***Matthew Henson***	Maryann N. Weidt	Exploring the North Pole	SG25, SG27
		AL ***The Boy Who Conquered Everest: The Jordan Romero Story***	Katherine Blanc with Jordan Romero	Exploring Mount Everest	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 3 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 2 Assessment Masters: SG2.29–SG2.32

Unit 3 Practice Masters: SG3.1–SG3.28

Unit 3 Assessment Masters: SG3.29–SG3.32

TECHNOLOGY ONLY

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 2 **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: *Why learn about other places?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the word lists 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 = not at all; 2 = a little; 3 = very well). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**. For example: *To **attempt** means to try.*
5. Relate each word to students' knowledge and experience. *We **attempt** to be on time every day.* 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. Encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said___. Does that sound right?*

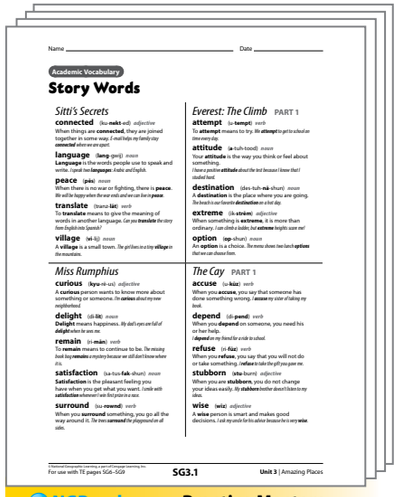
Monitor students' understanding. As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

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.

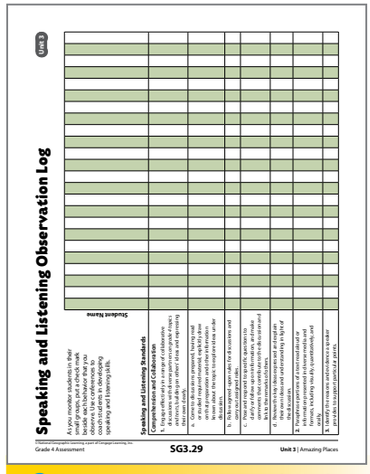
Provide writing options. Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING



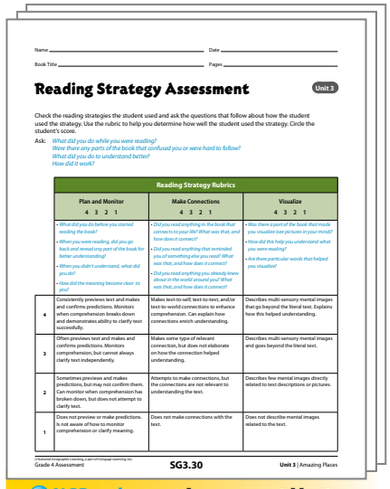
NGReach.com **Practice Masters**
SG3.1, SG3.8, SG3.15, SG3.22

AFTER READING



NGReach.com **Assessment Master**
SG3.29

DURING CONFERENCES



NGReach.com **Assessment Masters**
SG3.30–SG3.32

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 places in the world.

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 3 Speaking and Listening Observation Log **Assessment Master SG3.29** 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. Record miscues on Reading Strategy Assessment **Assessment Masters SG3.30** and **SG3.31** as you check for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Master SG3.32** to assess how well the student uses the reading strategies.

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 visualizing, determining theme, or distinguishing between the main idea and supporting details, use the Assessment and Reteaching resources provided on pages RT3.1–RT3.13.
- 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

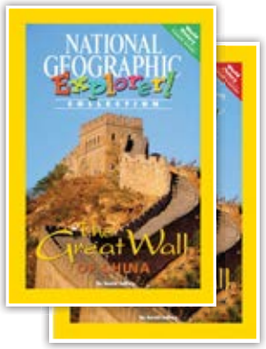
Thematic Connection: Imagining the World

Read and Comprehend Informational Text

Explain Author's Use of Evidence

The Great Wall of China by David Jeffrey

Summary *The Great Wall of China* explores two of ancient China's most amazing cultural treasures—the Great Wall and the terracotta army of Emperor Qin Shi Huang Di. In "China's Great Wall," students discover that, although it is one of the wonders of the world, little is known about the history of the wall. Tracing its roots from ancient times, author David Jeffrey explains how the wall was built and rebuilt many times to protect China from northern invaders. Today, the wall is a reminder of China's great history and a tourist attraction for people from around the world. "A Standing Army" describes the clay army of more than 7,000 soldiers unearthed from the hidden tomb of the Emperor Qin Shi Huang Di. The detailed figures reveal much about how ancient battles were fought.



Activate Prior Knowledge Display the front cover and read the title aloud. Ask: *Why do people build walls?* (for privacy; for protection)

Build Background Use the locator globe on page 4 to show where China is located. Then point out the map of China on pages 8–9. Have a volunteer identify the Great Wall's location. (along China's northern border)

PROGRAM RESOURCES

PRINT ONLY

***The Great Wall of China*, Pioneer Edition**

***The Great Wall of China*, Pathfinder Edition**

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading	
Explain How an Author Uses Reasons and Evidence	**CC.4.Rinf.8**
Read and Comprehend Informational Text	**CC.4.Rinf.10**
Language	
Acquire and Use Domain-Specific Words	**CC.4.L.6**

Mini Lesson

Explain Author's Use of Evidence

Explain: *Evidence is information or facts that help prove something or make you believe it is true.* Point out that good writers use evidence to support the points they make in their writing.

Read aloud the following text from page 4 of the Pioneer Edition of *The Great Wall of China* as students listen.

Not-So-Nice Neighbors

Long ago, China had a problem. It wanted to keep out **nomads**, or wanderers. Nomads lived to the north. They often **raided**, or stole from, the Chinese.

The Chinese tried being tough. They sent armies to attack the nomads. They also tried being nice. They traded with the nomads.

Nothing worked. The nomads kept stealing from Chinese farms and towns.

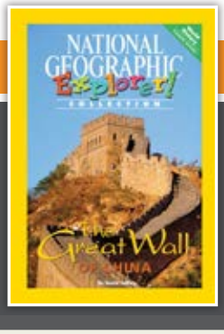
Text from Pioneer Edition

Then, think aloud to model how to identify supporting evidence in the text. *The section heading tells us that China's northern neighbors were not so nice. Then the author provides information as evidence:*

- *The nomads often raided, or stole from, the Chinese.*
- *Chinese armies tried to fight them.*
- *Even though the Chinese tried being friends, nothing worked!*

Have students explain how the evidence supports the author's point. (Possible response: The evidence shows me that the nomads were not very neighborly at all.)

BL BELOW LEVEL 400L



PIONEER EDITION
Lexile: 400L | GR: P
Content Connection: Landmarks of China

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

dynasty *emperor* *invader* *nomad* *raid*

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.

1. **Main Idea** Why did the Chinese build the Great Wall? (They built the wall to keep out nomads and invaders from the north.)
2. **Details** Who were the Mongols? (The Mongols were invaders from the north.)
3. **Make Inferences** Why is China proud of the Great Wall? (The Chinese are proud that they were able to build such an amazing structure. They are proud of its history, the story it tells of many raids, and the different emperors who built portions of the wall.)
4. **Details** What is the wall like today? (Today the wall is old and crumbling. People are working to protect it.)
5. **Author's Use of Evidence** What can we learn from the clay army found in 1974? (We can learn how ancient battles were fought by the way the soldiers look and stand.)

OL ON LEVEL 600L

PATHFINDER EDITION
Lexile: 600L | GR: R
Content Connection: Landmarks of China

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

dynasty *emperor* *endangered* *nomad* *rebellion* *steppe*

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.

1. **Main Idea** Why did the Chinese build the Great Wall? (First, they built a wall to keep out nomads. Later, the wall was expanded to keep out other invaders.)
2. **Make Inferences** Why is the Great Wall often referred to as a series of walls? (It was built and rebuilt many times. It was made by joining sections of smaller walls together.)
3. **Details** How did the Mongols change Chinese history? (The Mongols invaded from the north just as China had always feared. The Mongols ruled China for almost a century.)
4. **Main Idea** Why is the Great Wall a success? (The wall is a success because it has survived for thousands of years. It has outlasted many dynasties and many rebellions .) How was it a failure? (The wall was a failure because it did not keep out invaders.)
5. **Author's Use of Evidence** What can people learn from the tomb of Qin Shi Huang Di? (People can learn how battles were fought in ancient China. The soldiers pose as if they are ready for an attack from any direction.)

Check & Reteach

OBJECTIVE: Explain Author's Use of Evidence

Have partners take turns explaining how the author uses evidence to support specific points in the text.
For students who do not identify the author's use of evidence, reteach with the section "Wall for Nothing" on page 6. Say: *The section heading tells us that the wall did not work. What evidence does the author use to show this?* Have student scan the text for examples. Then list each piece of evidence they identify. (the wall did not keep out invaders; the Manchu invaded in the 1600s; The Manchu stayed and ruled China until 1912)

Week 1 Teaching Resources
Fiction

BL BELOW LEVEL 590L

Sitti's Secrets
by Naomi Shihab Nye

Content Connection:
The Middle East

Realistic Fiction | Pages: 32 | Lexile: 590L | GR: L

BL BELOW LEVEL 680L

Miss Rumphius
by Barbara Cooney

Content Connection:
Landforms Around the World

Realistic Fiction | Pages: 32 | Lexile: 680L | GR: M

OBJECTIVES

Thematic Connection: Imagining the World

Read and Comprehend Literature

- ☑ **Determine Theme**
- ☑ **Visualize to Comprehend**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.1, page SG28
Practice Master SG3.2, page SG29
Practice Master SG3.3, page SG30
Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: World Map

SUGGESTED PACING

DAY 2 Introduce and read pages 1–15
DAY 3 Read pages 16–32
DAY 4 Reteach or conduct intervention
DAY 5 Connect across texts

Summary Mona visits her grandmother, Sitti, who lives in a village on "the other side of the world" in the Middle East. They don't speak the same language. Still, they become fast friends. Mona even learns some of Sitti's secrets, including what Sitti looks like without her scarf. Back home, Mona writes a letter to the President of the United States. She helps him picture Sitti and shares her hope for peace in Sitti's part of the world.

Activate Prior Knowledge Ask: *What are some ways that all people are alike?* (Possible response: All people work, play, and dream.) *How are they different?* (Possible response: People may live in different places and have different traditions.)

Build Background Display a world map from the **Digital Library** and point out countries in the Middle East. Explain that for decades, the Middle Eastern countries have been at war over land divided after World War II.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

connected, page 31
language, page 10
peace, page 29
translate, page 10
village, page 29

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.1, page SG28
Practice Master SG3.2, page SG29
Practice Master SG3.4, page SG31
Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: World Map

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 As a girl, Miss Rumphius imagines visiting faraway places, living by the sea, and making the world a more beautiful place. Through the years, she accomplishes her first two goals. In her home by the sea, she plants seeds that bloom into colorful lupines. When she discovers a new patch of lupines away from home, she realizes that the wind has distributed seeds from her garden. Inspired, she sows lupine seeds all over town. By the next spring, Miss Rumphius's third dream comes true: she has made the world a more beautiful place.

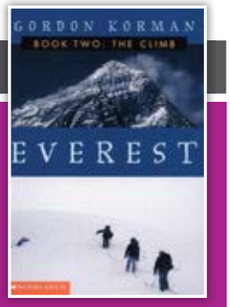
Activate Prior Knowledge Ask: *What are the things you dream of doing? How can you make your dreams come true?*

Build Background Display a world map from the **Digital Library**. Point out the Tropics, the Himalayas, and the Saharan Desert. After pointing to each location, ask students to visualize each place.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

curious, page 28
delight, page 22
remain, page 15
satisfaction, page 21
surround, page 18

OL ON LEVEL 710L



Everest: The Climb PART 1
by Gordon Korman

Content Connection:
Landforms of Asia

Realistic Fiction | Pages: 78 | Lexile: 710L | GR: Q

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	**CC.4.RLit.10**
Determine Theme	**CC.4.RLit.2**
Summarize	**CC.4.RLit.2**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.1, page SG28
Practice Master SG3.2, page SG29
Practice Master SG3.5, page SG32
Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Mount Everest, Mountain Climbers

SUGGESTED PACING PART 1

DAY 2 Introduce and read pages 1–28
DAY 3 Read pages 29–53
DAY 4 Read pages 54–78 and discuss
DAY 5 Connect across texts

PART 2:
See pages SG10–SG13.

Summary Dominic, Sammi, Tilt, and Perry are determined to become the youngest climbers to conquer Mount Everest, but the harsh reality of Everest is a far cry from the place they had imagined. As they try to pursue their dream, they face exhaustion, boredom, altitude sickness, and an avalanche. When another climber is injured, 13-year-old Dominic leads the team on a dangerous rescue. By combining their talents, they save their friend and gain the respect of other climbers, but they give up what could be their only chance to reach their goal.

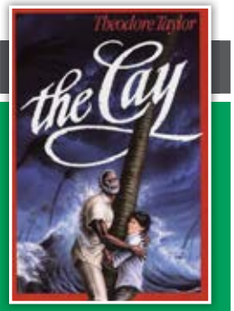
Activate Prior Knowledge Say: *Think of a time someone thought you were too young to accomplish a goal. What happened?*

Build Background Display photos of Mount Everest and mountain climbers from the **Digital Library**. Say: *Mount Everest is the world's highest mountain above sea level.* Explain that as of 2010, only about 1,400 climbers have reached the summit and at least 220 have died in the attempt.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

attempt, page 2
attitude, page 1
destination, page 16
extreme, page 2
option, page 65

AL ABOVE LEVEL 860L



The Cay PART 1
by Theodore Taylor

Content Connection:
Islands of the Caribbean

Historical Fiction | Pages: 72 | Lexile: 860L | GR: V

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks	**CC.4.W.10**

Speaking and Listening

Draw on Preparation to Explore Ideas	**CC.4.SL.1.a**

Language and Vocabulary

Acquire and Use Academic Words	**CC.4.L.6**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.1, page SG28
Practice Master SG3.2, page SG29
Practice Master SG3.6, page SG33
Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: World Map

SUGGESTED PACING PART 1

DAY 2 Introduce and read pages 9–27
DAY 3 Read pages 28–51
DAY 4 Read pages 52–72 and discuss
DAY 5 Connect across texts

PART 2:
See pages SG10–SG13.

Summary In the midst of World War II, eleven-year-old Phillip Enright's boat is torpedoed in the Caribbean. Phillip and an old West Indian man named Timothy are stranded on a cay where Phillip must cope with injuries that have left him sightless. It is only through Timothy's eyes that Phillip can see the island's beauty and dangers. As Timothy teaches Phillip how to survive, he also shows Phillip how to see past the color of a man's skin. After Timothy dies saving Phillip from a hurricane, Phillip survives for weeks on his own until he is rescued and eventually regains his sight.

Activate Prior Knowledge Ask: *Have you ever decided that you didn't like someone before you got to know the person? Did your ideas about the person ever change? Explain what happened.*

Build Background Display a world map from the **Digital Library**. Point out the Caribbean Sea. Explain that cays are small, low islands that are located on coral reef platforms in the ocean.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

accuse, page 24
depend, page 20
refuse, page 66
stubborn, page 36
wise, page 35

Week 1 Teaching Resources
Fiction

BL BELOW LEVEL 590L

Sitti's Secrets
by Naomi Shihab Nye

Build Comprehension
- **Explain** *What does Mona learn about her family during her visit to the Middle East?* (Possible response: Mona learns that even though they live in different countries, they enjoy many of the same things.)
- **Make Inferences** *What do you think Mona sees on the news that prompts her to write to the President?* (Possible response: Mona may have seen a negative news story about the Middle East. She feels worried about Sitti and wants to do something to help peace come soon.)

Writing Options
- **News Report** Extend content by having students research information about the Middle East from a variety of news media. Have them write a brief news report to share what they learned about people and places.
- **Dialogue** If possible, point out dialogue on **Anthology** page 158. Have students write their own dialogue in which Mona meets the President and tells him about Sitti's homeland. Have partners act out the scene.
- **Journal Entry** Have students write about what it was like to visit a place in their imagination.

BL BELOW LEVEL 680L

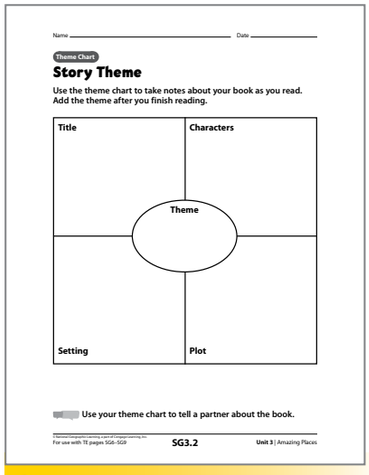
Miss Rumphius
by Barbara Cooney

Build Comprehension
- **Explain** *Why does Miss Rumphius want to travel to faraway places?* (Possible response: Her grandfather's pictures and stories spark her imagination and make her curious. She wants to see those exciting places for herself.)
- **Make Inferences** *What do you think Miss Rumphius learns by visiting different places?* (Possible response: She learns that each person and place has a special beauty.)

Writing Options
- **Travel Plan** Display the world map from the **Digital Library**. Have students think of an amazing place that they would like to visit and write a list of activities they would like to do there.
- **Interview** If possible, use **Anthology** page 13 to point out the features of an interview. Have students write five interview questions they would like to ask the Lupine Lady.
- **Journal Entry** Reinforce the theme by having students write about a time when they did something to make the world beautiful or to brighten someone's day.

Check & Reteach
Ask students to state the theme of each book.
If students have difficulty identifying the theme, point out the categories on the theme chart. Ask: *Who are the characters? What happens in the plot? How do these clues help you figure out the theme, or main message, of the story?*

DURING READING


Name _____ Date _____

Theme Chart

Story Theme

Use the theme chart to take notes about your book as you read. Add the theme after you finish reading.

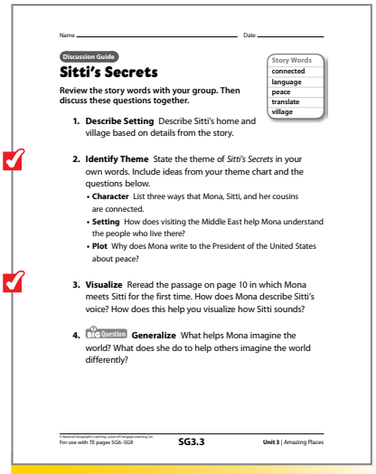
Title | Characters | Theme | Setting | Plot

Use your theme chart to tell a partner about the book.

SG3.2 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.2**

AFTER READING


Name _____ Date _____

Discussion Guide

Sitti's Secrets

Story Words: connected, language, peace, translate, village

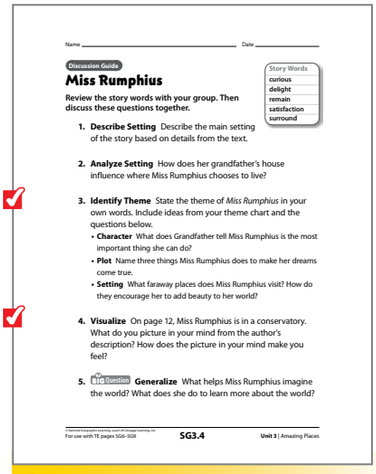
Review the story words with your group. Then discuss these questions together.

1. **Describe Setting** Describe Sitti's home and village based on details from the story.
2. **Identify Theme** State the theme of *Sitti's Secrets* in your own words. Include ideas from your theme chart and the questions below.
   - **Character** List three ways that Mona, Sitti, and her cousins are connected.
   - **Setting** How does visiting the Middle East help Mona understand the people who live there?
   - **Plot** Why does Mona write to the President of the United States about peace?
3. **Visualize** Reread the passage on page 10 in which Mona meets Sitti for the first time. How does Mona describe Sitti's voice? How does this help you visualize how Sitti sounds?
4. Big Question **Generalize** What helps Mona imagine the world? What does she do to help others imagine the world differently?

SG3.3 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.3**

AFTER READING


Name _____ Date _____

Discussion Guide

Miss Rumphius

Story Words: curious, delight, remain, satisfaction, surround

Review the story words with your group. Then discuss these questions together.

1. **Describe Setting** Describe the main setting of the story based on details from the text.
2. **Analyze Setting** How does her grandfather's house influence where Miss Rumphius chooses to live?
3. **Identify Theme** State the theme of *Miss Rumphius* in your own words. Include ideas from your theme chart and the questions below.
   - **Character** What does Grandfather tell Miss Rumphius is the most important thing she can do?
   - **Plot** Name three things Miss Rumphius does to make her dreams come true.
   - **Setting** What faraway places does Miss Rumphius visit? How do they encourage her to add beauty to her world?
4. **Visualize** On page 12, Miss Rumphius is in a conservatory. What do you picture in your mind from the author's description? How does the picture in your mind make you feel?
5. Big Question **Generalize** What helps Miss Rumphius imagine the world? What does she do to learn more about the world?

SG3.4 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.4**

OL ON LEVEL 710L

Everest: The Climb PART 1
by Gordon Korman

Build Comprehension

- **Evaluate** *What is the biggest problem that the members of the SummitQuest team face in order to make their climb? Explain.* (Possible responses: altitude sickness, extreme temperatures, an avalanche); it makes the climb deadly)
- **Character's Motivation** *What is one character's motivation for climbing Everest?* (Possible response: Tilt wants to be famous and rich.) *How does this affect his or her attitude about the climb?* (Possible response: He has a bad attitude about climbers like Dom who threaten his goal.)

Writing Options

- **Online Article** Point out the online articles on pages 20, 40, and 68 of the novel. Extend the content by having students research and write an article about the safety procedures climbers must follow in order to survive on Everest.
- **Opinion Statement** Have students write their own opinions about whether Dominic should attempt the climb, using evidence from the text to support their ideas.
- **Journal Entry** Have students review the story events and write a prediction about whether the SummitQuest team will reach its destination.

AL ABOVE LEVEL 860L

The Cay PART 1
by Theodore Taylor

Build Comprehension

- **Draw Conclusions** *What does the novel tell you about race relations during the 1940s? Use examples from the book to support your answer.* (Student examples should reflect the idea that racial prejudice was prevalent at that time.)
- **Analyze** *How does Phillip misunderstand Timothy?* (Possible response: Phillip thinks that Timothy is stubborn and selfish because Timothy refuses to take him to the reef.)

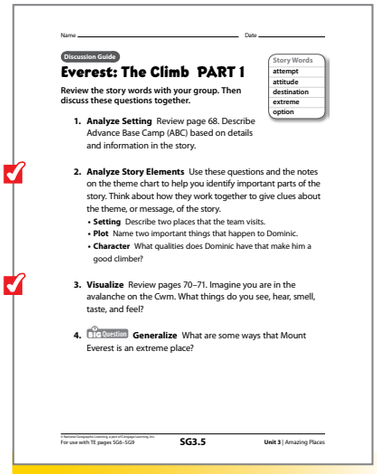
Writing Options

- **News Brief** Have students write a brief news article describing the sinking of the *Hato* based on details from the text.
- **Word Clouds** On one half of a page, have students write words Phillip would use to describe Timothy. On the other half, have students write words they would use to describe Timothy. Have partners discuss what the clouds reveal about Phillip.
- **Journal Entry** Have students summarize the events of part 1 and then write a prediction about whether Phillip and Timothy will survive together on the cay.

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 SG3.7** to guide discussion.

AFTER READING



Name _____ Date _____

Discussion Guide

Everest: The Climb PART 1

Review the story words with your group. Then discuss these questions together.

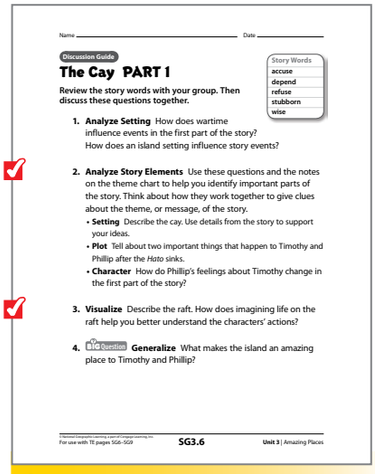
Story Words: attempt, attitude, destination, extreme, option

1. **Analyze Setting** Review page 68. Describe Advance Base Camp (ABC) based on details and information in the story.
2. **Analyze Story Elements** Use these questions and the notes on the theme chart to help you identify important parts of the story. Think about how they work together to give clues about the theme, or message, of the story.
   - **Setting** Describe two places that the team visits.
   - **Plot** Name two important things that happen to Dominic.
   - **Character** What qualities does Dominic have that make him a good climber?
3. **Visualize** Review pages 70–71. Imagine you are in the avalanche on the Gwm. What things do you see, hear, smell, taste, and feel?
4. Big Question **Generalize** What are some ways that Mount Everest is an extreme place?

SG3.5 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.5**

AFTER READING



Name _____ Date _____

Discussion Guide

The Cay PART 1

Review the story words with your group. Then discuss these questions together.

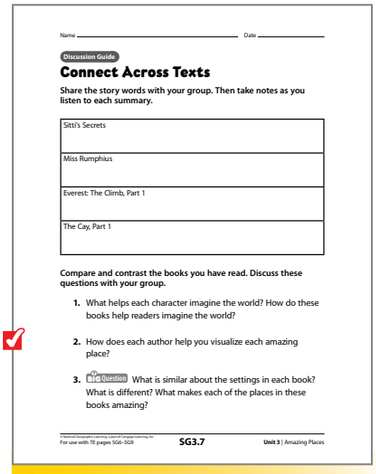
Story Words: accuse, depend, refuse, stubborn, wise

1. **Analyze Setting** How does wartime influence events in the first part of the story? How does an island setting influence story events?
2. **Analyze Story Elements** Use these questions and the notes on the theme chart to help you identify important parts of the story. Think about how they work together to give clues about the theme, or message, of the story.
   - **Setting** Describe the cay. Use details from the story to support your ideas.
   - **Plot** Tell about two important things that happen to Timothy and Phillip after the *Hato* sinks.
   - **Character** How do Phillip's feelings about Timothy change in the first part of the story?
3. **Visualize** Describe the raft. How does imagining life on the raft help you better understand the characters' actions?
4. Big Question **Generalize** What makes the island an amazing place to Timothy and Phillip?

SG3.6 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.6**

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.

Siti's Secrets
Miss Rumphius
Everest: The Climb, Part 1
The Cay, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character imagine the world? How do these books help readers imagine the world?
2. How does each author help you visualize each amazing place?
3. Big Question What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

SG3.7 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.7**

OBJECTIVES

Thematic Connection: Imagining the World

Read and Comprehend Informational Text

Use Details and Examples to Explain Text

Passport to Wonder by Marylou Tousignant

Summary *Passport to Wonder* describes the New 7 Wonders of the World. People around the world voted for them in 2007, as well as for eight runners-up. In "Passport to Wonder," author Marylou Tousignant explains how a Swiss adventurer campaigned to create a new list of the world's most amazing treasures. The New 7 Wonders are: India's Taj Mahal; the Great Wall of China; Petra, the city of rock in Jordan; Rome's Colosseum; Chichén Itzá in southern Mexico; Machu Picchu in Peru; and Rio de Janeiro, Brazil's gigantic statue. "The Runners-Up" presents eight treasures that did not make the list. These include the Eiffel Tower in Paris, the Statue of Liberty in New York Harbor, and the Pyramids near Giza in Egypt, which were also on the list of seven wonders from ancient times.

Activate Prior Knowledge Display the front cover and ask: *What can you tell about this location?* (It's in the mountains.) *Would it be hard or easy to build a city here? Explain.* (Possible response: hard; it's so high up.)

Build Background Explain that more than 2,000 years ago, the Greeks identified Seven Wonders of the Ancient World—places they considered amazing. The list included a gigantic lighthouse and the Pyramids in Egypt. Explain that now a new list has been created. Use pages 4–5 to identify two Wonders and their location. Have volunteers tell why each is amazing.

PROGRAM RESOURCES

PRINT ONLY

***Passport to Wonder*, Pioneer Edition**

***Passport to Wonder*, Pathfinder Edition**

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading	
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Read and Comprehend Informational Text	CC.4.Rinf.10
Language	
Acquire and Use Domain-Specific Words	CC.4.L.6

Mini Lesson

Use Details and Examples to Explain Text

Explain: *Details and examples in text help prove something or help people understand new concepts.* Point out that good readers know how to include details and examples when explaining ideas in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Passport to Wonder* as students listen.

Winding Wall

…This isn't just any wall. It's the Great Wall of China.

[The Chinese] built much of the Great Wall between 1368 and 1644. They wanted to keep enemies out.

Today, it is the world's largest human-made structure. It stretches more than 8,850 kilometers (almost 5,000 miles).

Text from Pioneer Edition

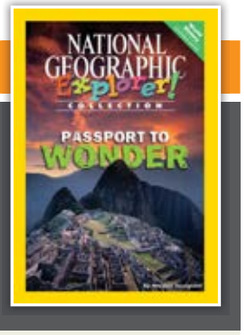
Then think aloud to model how to use details and examples to explain a text. *I want to explain the idea that the Great Wall is not just any wall. So, I will use the following details:*

- *The Chinese built the wall between 1368 and 1644.*
- *Today, the wall is the largest structure made by humans.*
- *It is more than 8,850 kilometers long—almost 5,000 miles.*

So, when I explain that the Great Wall isn't just any wall, I will use these details from the text to help support the idea. Point out that often authors also include examples to explain ideas.

Have students use the details above to explain that the Great Wall isn't just any wall. (The Great Wall is special because it is the largest structure people have ever made, it took 276 years to build, and it is more than 8,850 kilometers long.)

BL BELOW LEVEL



PIONEER EDITION
GR: P

Content Connection: Monuments

Social Studies Vocabulary

Use Wordwise on page 9 to introduce new words:

monument *ruin* *structure*

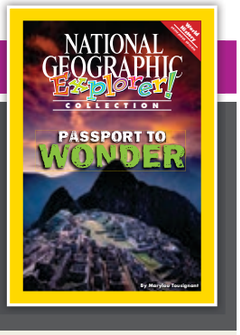
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Use Details and Examples to Explain Text** Why does the author call the Taj Mahal a "labor of love"? (Before her death, a ruler's wife asked her husband to build a monument to show their love. Broken-hearted, the ruler spent 20 years building it and spent a lot of money.)
2. **Explain** What is surprising about the rock cliffs of Petra? (The buildings of Petra are carved right into them.)
3. **Describe** Name two of the Wonders found in the Americas. (Possible response: Machu Picchu and Brazil's statue are two of the Wonders in the Americas. [Note: Students may also name Chichén Itzá.])
4. **Evaluate** Which of the runner-up Wonders is your favorite? (Possible response: the Alhambra) Why? (Possible response: I love forts and this one is really huge. It would be fun to explore.)
5. **Make Inferences** Millions of people voted for the New Wonders. Why do you think the Wonders are important to so many people? (Possible response: People are amazed that such incredible structures could be built. Also, people recognize that the Wonders are an important part of history.)

OL ON LEVEL



PATHFINDER EDITION
GR: R

Content Connection: Monuments

Social Studies Vocabulary

Use Wordwise on page 9 to introduce new words:

capital *monument* *ruin* *structure*

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.

1. **Use Details and Examples to Explain Text** Why does the author call the Taj Mahal a "labor of love"? (Before her death, a ruler's wife asked her husband to build a monument to show their love. Broken-hearted, the ruler spent 20 years building it and spent a lot of money.)
2. **Explain** *Petra* is the Greek word for "rock." Why is this a good name for the city of Petra? (The buildings are carved into the rock cliffs.)
3. **Evaluate** Name the 3 Wonders located in the Americas. (Machu Picchu, Brazil's statue, and Chichén Itzá) Select your favorite and tell why you chose it.
4. **Evaluate** Which of the runners-up do you think most deserves to be one of the New 7 Wonders? (Possible response: the Pyramid near Giza) Why? (Possible response: It is the largest pyramid ever built.)
5. **Make Inferences** Millions of people voted for the New Wonders. Why do you think the Wonders are important to so many people? (Possible response: People are amazed that such incredible structures could be built.)

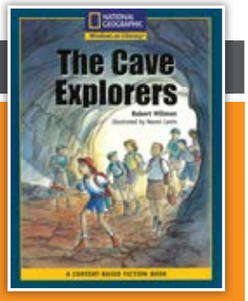
Check & Reteach

OBJECTIVE: Use Details and Examples to Explain Text

Have partners take turns using details and examples to explain the text on page 7 about the talents of the Maya and Toltec people. (Details: built temples and pyramids; studied the stars; kept track of time; Example: at *El Castillo,* sun casts a snake-like shadow.)
For students who cannot use details and examples to explain text, reteach with the text on page 6. Say: *This section says that in 80 C.E. the Colosseum was the place to go for fun. What details and examples explain this idea?* Have students skim the section for details and examples. Make a class list to record them. (Details: People cheered as gladiators fought each other; gladiators fought wild animals; Example: Lions, bears, elephants sprang from trap doors in the floor.) Guide students to use the details and example to explain the idea in the text that long ago the Colosseum was a place to go for fun.

Week 2 Teaching Resources
Fiction

BL BELOW LEVEL 530L



The Cave Explorers
by Robert Hillman

Content Connection:
Landforms in North America

Realistic Fiction | Pages: 32 | Lexile: 530L | GR: N

OBJECTIVES
Thematic Connection: Imagining the World

Read and Comprehend Literature

- [x] **Visualize to Comprehend Literature**
- [x] **Explain Figurative Language**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.8, page SG35
Practice Master SG3.9, page SG36
Practice Master SG3.10, page SG37
Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Cave, Stalactites

SUGGESTED PACING
DAY 2 Introduce and read pages 1–16
DAY 3 Read pages 17–32 and discuss
DAY 4 Reteach or conduct intervention
DAY 5 Connect across texts

Summary Clara and her family win a free weekend adventure in the mountains. Guides lead them up steep mountains and into two caves, including Bear Cave, where Paleo-Indians lived 20,000 years ago. As they explore these amazing places, teamwork helps the family members face and conquer their fears. Clara's father overcomes his fear of heights to climb a tall cliff, and Clara overcomes her fear of going into the deep entrance of Harmony Cave by learning how to use a rope and harness to rappel. Along the way, Clara is thrilled by the beautiful rock shapes and passages of the cave.

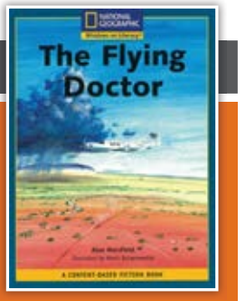
Activate Prior Knowledge Ask: *When have you done something that you were afraid to do? How did it make you feel?*

Build Background Display the photos and video clip of caves from the **Digital Library**. Say: *A cave is a large hole underground in the side of a hill or cliff. Exploring caves can be exciting, but it can also be dangerous. To explore safely, follow a guide who can show you how to use special equipment, like lights, ropes, and harnesses.*

Story Words Use **Practice Master SG3.8** to extend vocabulary.

effort, page 14
encouragement, page 19
expedition, page 12
passage, page 26
risky, page 16

BL BELOW LEVEL 620L



The Flying Doctor
by Alan Horsfield

Content Connection:
Landforms in Australia

Realistic Fiction | Pages: 32 | Lexile: 620L | GR: M

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.8, page SG35
Practice Master SG3.9, page SG36
Practice Master SG3.11, page SG38
Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Outback

SUGGESTED PACING
DAY 2 Introduce and read pages 1–9
DAY 3 Read pages 10–23
DAY 4 Read pages 24–32 and discuss
DAY 5 Connect across texts

Summary Due to an emergency in the outback, Deb starts her new job as a pilot for Australia's Royal Flying Doctor Service a day ahead of time. She flies with Doctor Mulroy to help rescue Randall, who broke his arm falling off a horse. A threatening storm makes the rescue even more risky. The team lands smoothly, the doctor makes a temporary sling for Randall, and they hurry back in the plane. Deb outruns the storm, and they safely land at the hospital where Randall's arm can be treated.

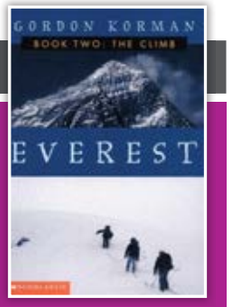
Activate Prior Knowledge Ask: *When has the weather made it harder for you to do something? What happened?*

Build Background Display the photo of the ranch in the Australian Outback from the **Digital Library**. Explain: *Many people in Australia live in big cities, but others live far from major cities in the large part of Australia called the outback. These people do not live near hospitals, so a group called the Royal Flying Doctor Service was started in 1928 to help get them help when they need it.*

Story Words Use **Practice Master SG3.8** to extend vocabulary.

anxious, page 16
emergency, page 5
relief, page 19
service, page 4
temporary, page 22

OL ON LEVEL 710L



Everest: The Climb PART 2
by Gordon Korman

Content Connection:
Landforms in Asia

Realistic Fiction | Pages: 160 | Lexile: 710L | GR: Q

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text	**CC.4.Rlit.2**
Demonstrate Understanding of Figurative Language	**CC.4.L.5**
Summarize	**CC.4.Rlit.4**

PROGRAM RESOURCES

PRINT & TECHNOLOGY	TECHNOLOGY ONLY
Practice Master SG3.2, page SG29	**Mountain Climbers**
Practice Master SG3.8, page SG35	
Practice Master SG3.9, page SG36	
Practice Master SG3.12, page SG39	
Practice Master SG3.14, page SG41	

SUGGESTED PACING, PART 2

DAY 2 Introduce and read pages 79–106
DAY 3 Read pages 106–131
DAY 4 Read pages 132–160 and discuss
DAY 5 Connect across texts

PART 1:
See pages SG6–SG9.

Review Part 1 For a complete summary of *Everest: The Climb,* see page SG7. To review characters, plot, and setting, ask: *Who are the main characters?* (Dom, Tilt, Perry, and Sammy) *What challenges do they face on Everest?* (Possible response: Dom must recover from HAPE. The team must get used to the altitude.) After finishing the book, remind students that they should use these story elements to identify the main theme in their theme charts.

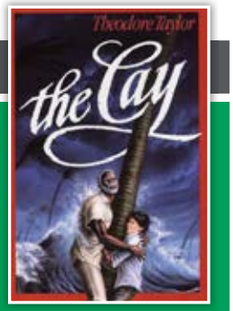
Activate Prior Knowledge Ask: *Have you ever pushed yourself to meet a difficult challenge? What happened?*

Build Background Display photos of mountain climbers from the **Digital Library**. Explain that many climbers and experts disagree about whether young climbers should be allowed to climb deadly mountains like Everest.

Story Words Use **Practice Master SG3.8** to extend vocabulary.

anticipate, page 82
confidence, page 120
consequence, page 113
obstacle, page 117
purpose, page 141

AL ABOVE LEVEL 860L



The Cay PART 2
by Theodore Taylor

Content Connection:
Islands in the Caribbean

Historical Fiction | Pages: 140 | Lexile: 860L | GR: V

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks	**CC.4.W.10**

Speaking and Listening

Draw on Preparation to Explore Ideas	**CC.4.SL.1.a**

Language and Vocabulary

Acquire and Use Academic Words	**CC.4.L.6**

PROGRAM RESOURCES

PRINT & TECHNOLOGY	TECHNOLOGY ONLY
Practice Master SG3.16, page SG43	**Digital Library: Hurricane**
Practice Master SG3.8, page SG35	
Practice Master SG3.9, page SG36	
Practice Master SG3.13, page SG40	
Practice Master SG3.14, page SG41	

SUGGESTED PACING, PART 2

DAY 2 Introduce and read pages 73–92
DAY 3 Read pages 93–112
DAY 4 Read pages 113–137 and discuss
DAY 5 Connect across texts

PART 1:
See pages SG6–SG9.

Review Part 1 For a complete summary of *The Cay,* see page SG7. To review characters, plot, and setting, ask: *How does Phillip's attitude about Timothy change over time?* (Possible response: At first Phillip is prejudiced and doesn't trust Timothy. Later, Phillip begins to think of Timothy as a friend.) After completing the book, remind students to use story elements to identify the main theme on their theme charts.

Activate Prior Knowledge Say: *Imagine you are stranded on a cay. What would you need to survive?* (food, water, shelter) *What personal qualities would you need to survive?* (Possible responses: willingness to work together, courage)

Build Background Display photos of hurricanes from the **Digital Library**. Explain that hurricanes are some of the largest storms on Earth. They form above warm ocean water such as the water in the Caribbean Sea in the summertime.

Story Words Use **Practice Master SG4.8** to extend vocabulary.

accept, page 114
accomplish, page 116
convince, page 84
dependent, page 81
disappointment, page 99

BL BELOW LEVEL 530L

The Cave Explorers
by Robert Hillman

Build Comprehension

- **Explain** *How does teamwork help Clara and her family explore caves?* (Possible response: Guides show them how to explore caves together safely. They teach the family how to rappel and about the history of the caves.)
- **Make Comparisons** *How are Clara and her father alike?* (Possible response: They both overcome fears during their trip and are glad they do.)

Writing Options

- **Brochure** Have students write a travel brochure for one of the places that Clara and her family visit. Students should include information about the natural and historic importance of the location.
- **Opinion Statement** Have students write a statement about why it is important to visit natural places, like caves or mountains. They can use details or examples from the book to support their statements.
- **Journal Entry** Have students write about how they would feel if they explored an amazing natural place like Bear Creek or Harmony Cave.

BL BELOW LEVEL 620L

The Flying Doctor
by Alan Horsfield

Build Comprehension

- **Analyze Setting** *How does living in the outback affect Randall's life?* (Possible responses: He is affected by weather conditions and by living far away from cities and doctors. He is very experienced with horses and cattle.)
- **Evaluate** *Will Deb make a good pilot for the Royal Flying Doctor Service? Why or why not?* (Possible response: Yes, she has strong flying skills and is friendly. She enjoys helping others and is curious about the world.)

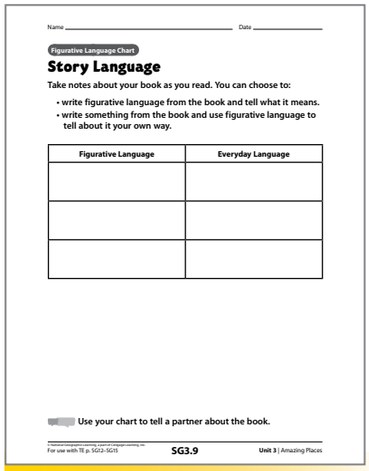
Writing Options

- **Interview Questions** Have students write questions they would like to ask Randall or Deb about events in the book and what happened afterwards.
- **Job Description** Have students write a job description for a pilot or a doctor with the Royal Flying Doctor Service. The description should explain what work the person does and what skills the person needs in order to do the job well.
- **Journal Entry** Have students explain how reading *The Flying Doctor* helps them imagine life in the Australian outback. Encourage students to support their ideas with examples.

Check & Reteach

Ask students to identify figurative language in each book.
If students have difficulty identifying figurative language, review their figurative language charts. Say: *Figurative language uses words in special ways. What does the text say? What does it really mean?*

DURING READING


Name _____ Date _____

Figurative Language Chart

Story Language

Take notes about your book as you read. You can choose to:

- write figurative language from the book and tell what it means.
- write something from the book and use figurative language to tell about it your own way.

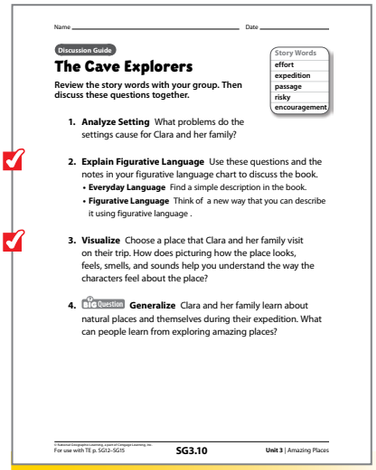
Figurative Language	Everyday Language

Use your chart to tell a partner about the book.

SG3.9 Unit 3 | Amazing Places

NGReach.com Practice Master SG3.9

AFTER READING


Name _____ Date _____

Discussion Guide

The Cave Explorers

Review the story words with your group. Then discuss these questions together.

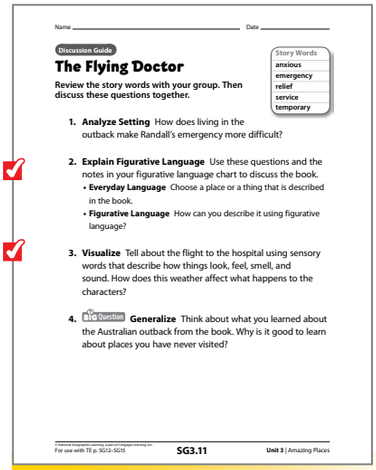
Story Words: effort, expedition, passage, risky, encouragement

1. **Analyze Setting** What problems do the settings cause for Clara and her family?
2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **Everyday Language** Find a simple description in the book.
   - **Figurative Language** Think of a new way that you can describe it using figurative language .
3. **Visualize** Choose a place that Clara and her family visit on their trip. How does picturing how the place looks, feels, smells, and sounds help you understand the way the characters feel about the place?
4. Big Question **Generalize** Clara and her family learn about natural places and themselves during their expedition. What can people learn from exploring amazing places?

SG3.10 Unit 3 | Amazing Places

NGReach.com Practice Master SG3.10

AFTER READING


Name _____ Date _____

Discussion Guide

The Flying Doctor

Review the story words with your group. Then discuss these questions together.

Story Words: anxious, emergency, relief, service, temporary

1. **Analyze Setting** How does living in the outback make Randall's emergency more difficult?
2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **Everyday Language** Choose a place or a thing that is described in the book.
   - **Figurative Language** How can you describe it using figurative language?
3. **Visualize** Tell about the flight to the hospital using sensory words that describe how things look, feel, smell, and sound. How does this weather affect what happens to the characters?
4. Big Question **Generalize** Think about what you learned about the Australian outback from the book. Why is it good to learn about places you have never visited?

SG3.11 Unit 3 | Amazing Places

NGReach.com Practice Master SG3.11

OL ON LEVEL 710L

Everest: The Climb PART 2
by Gordon Korman

Build Comprehension

- **Goal and Outcome** *What is the team's goal at the beginning of the story? Explain whether the team reaches its goal.* (Possible response: The team is there to climb to the summit of Everest. The kids don't reach their goal because they give up the window of good climbing weather to save Nestor and Ethan.)
- **Make Judgments** *In your opinon, does Dominic prove that he is ready to climb Mount Everest?* (Possible response: Yes, Dom faces obstacles well, makes tough decisions, and shows courage. This shows that he's already a good climber.)

Writing Options

- **E-mail** Review Tilt's e-mail on page 8 and point out the main features. Have students write an e-mail from Tilt's point of view about the rescue and its consequences to the team.
- **Interview** If possible, use **Anthology** page 13 to point out the features of an interview. Extend the theme by having students write 5 questions and answers between a news reporter and Dom about his time on Everest.
- **Journal Entry** Have students write about a lesson they learned from the story and how they might apply the lesson when they face a new challenge of their own.

AL ABOVE LEVEL 860L

The Cay PART 2
by Theodore Taylor

Build Comprehension

- **Analyze Plot** *How do Timothy and Phillip save each other's lives on the cay?* (Possible response: Timothy teaches Phillip survival skills, protects him during the hurricane, and leaves him supplies to survive on his own. Phillip saves Timothy during a malaria attack.)
- **Interpret** *On page 75, Timothy says that underneath their skin, everyone is the same. What does he mean?* (Possible response: It doesn't matter what color someone's skin is. All people are human, with the same needs, feelings, and value.)

Writing Options

- **Map** If possible, point out the illustrated maps on **Anthology** pages 174–175 and discuss how labels give information. Have students illustrate a map of the cay, labeling locations such as the hut, campfire, water catchment, palm tree, and help sign.
- **Letter** Have students write a letter from Phillip to Timothy after Phillip has been rescued. He should explain what happened and express how he feels about Timothy.
- **Journal Entry** Have students write about a place that holds important memories for them the way that the cay is important to Phillip years later.

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 SG3.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Everest: The Climb PART 2

Review the story words with your group. Then discuss these questions together.

Story Words: anticipate, confidence, consequence, obstacle, purpose

1. **Analyze Setting and Plot** Describe the northeast ridge where Nestor and Ethan are trapped. How does this affect the choices that Dom and the team must make?
2. **Explain Figurative Language** Use these questions and the notes on your figurative language chart to discuss the book.
   - **Figurative Language** Choose a place or thing from the book that is described using figurative language.
   - **What It Means** Explain what the description means in your own words.
3. **Visualize** Review page 141. Describe Dom and Nestor's slide down the Col. How does visualizing this experience help you understand what is happening?
4. 1:1 Question **Generalize** How does learning facts about Everest help you understand the story better?

For use with TE p. SG12–SG15 SG3.12 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.12**

AFTER READING

Name _____ Date _____

Discussion Guide

The Cay PART 2

Review the story words with your group. Then discuss these questions together.

Story Words: accept, accomplish, convince, dependent, disappointment

1. **Analyze Setting and Plot** How does the cay change after the hurricane? How does this affect Phillip's life?
2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **What It Means** Choose a place or a thing that is described in the book.
   - **Figurative Language** How can you describe it in a new way, using figurative language?
3. **Visualize** Imagine you are Phillip who "sees" the island by using all of his senses. What can you visualize the most clearly? Explain.
4. 1:1 Question **Generalize** Phillip learns to "see" the island through Timothy's help. How can people help others learn about other places?

For use with TE p. SG12–SG15 SG3.13 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.13**

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 Cave Explorers
The Flying Doctor
Everest: The Climb, Part 2
The Cay, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these four books help you imagine how people are affected by the land and nature?
2. Choose an amazing place that you read about. Describe how the place looks, sounds, smells, feels, and tastes. How does this help you understand the place better?
3. 1:1 Question Why is it interesting and useful to read stories set far away from where you live?

For use with TE p. SG12–SG15 SG3.14 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.14**

OBJECTIVES

Thematic Connection: Distant Lands

Read and Comprehend Informational Text

Explain Events in Text

Animals of Denali by Susan E. Goodman

Summary *Animals of Denali* describes Alaska's Denali National Park. It tells how animals survive in this land of extremes and how the park was created. "Animals of Denali" explains how seasons change in the treeless land, called tundra. To survive the harsh winters, some animals hibernate or migrate south. Moose and a few others brave the bitter cold. In spring, the tundra comes alive again. In summer, birds and caribou return. As days cool, animals prepare for freezing temperatures. In winter, the cycle begins anew. "The Making of a Park" introduces Charles Sheldon, who dreamed of a park to protect Alaska's wildlife. Miners and hunters disliked the idea. They believed it would change their way of life. However, an article appeared in 1917. It explained that many animals would die off without the park. Americans rallied behind the idea, and Congress voted to create the park.

Activate Prior Knowledge Display the front cover and ask: *Which places in nature have bears?* (forests, woods) Have students share facts they know about bears. (Possible responses: hibernate, eat fish, big)

Build Background Explain that in 1917, Denali National Park was created in Alaska to protect wild animals. Tell students that *Denali* is a Native American word meaning 'The High One' or 'The Great One.' Use the map on page 4. Trace around Alaska with your finger and pinpoint its location in relation to the rest of the U.S. Guide students to identify park animals shown on pages 2–7. (bear, fox, owl, wolf, caribou, sheep)

PROGRAM RESOURCES

PRINT ONLY

***Animals of Denali,* Pioneer Edition**

***Animals of Denali,* Pathfinder Edition**

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading	
Explain Events	**CC.4.Rinf.3**
Read and Comprehend Informational Text	**CC.4.Rinf.10**
Language	
Acquire and Use Domain-Specific Words	**CC.4.L.6**

Mini Lesson

Explain Events in Text

Explain: *Historical and scientific texts contain explanations of events. An author includes specific information about what happened and why.* Point out that good readers know how to explain events using specific information in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *Animals of Denali* as students listen.

> **On the Move**
>
> Many animals leave for the winter. They migrate, or travel, south. The weather is warmer there. Food is much easier to find.
>
> Caribou, or reindeer, migrate each winter. They travel many miles across the tundra. Their flat hooves help them walk across icy or wet ground.

Text from Pioneer Edition

Then think aloud to model how to explain events in text. *In this text, the author says that animals leave Denali. The author then gives specific information about why they leave.*

- *It is winter.*

The author also tells what happens:

- *The animals migrate, or move, south.*
- *Animals can find food more easily in the warmer places.*
- *Caribou travel many miles to get to a warmer place*

I can use this specific information to explain why animals leave.

Have students use the specific information above to explain why animals leave Denali and what happens. (Animals leave the park because it is winter and very cold. So, animals migrate south where it is warmer and easier for them to find food.)

BL BELOW LEVEL 500L

PIONEER EDITION
Lexile: 500L | GR: P
Content Connection: Alaska

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

hibernate *migrate* *predator* *tundra*

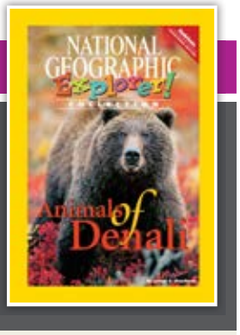
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Describe** What is winter like in Denali? (Winter is very cold with only four or five hours of sunlight a day. Deep snow covers the tundra. Many animals leave, and the few that stay have a hard time finding food.)
2. **Cause/Effect** Why do some animals migrate? (Animals migrate, or go, to warmer places. During the winter they live where food is easier to find.)
3. **Explain Events in Text** What changes take place in Denali as spring arrives? (Animals return and plants begin to grow again. Animals shed their winter coats and some even change color.)
4. **Main Idea** How did Charles Sheldon help create Denali National Park? (Charles Sheldon came up with the idea of creating a park in Alaska where animals could live and be free, and people could visit.)
5. **Explain** Why did people disagree about making Denali National Park? (Some people were worried that if a park were created, they would lose their jobs and way of life. For example, miners dug for gold and other metals, and other people hunted animals on the land.)

OL ON LEVEL 630L



PATHFINDER EDITION
Lexile: 630L | GR: Q
Content Connection: Alaska

Social Studies Vocabulary

Use Wordwise on page 7 to introduce new words:

hibernate *migrate* *predator* *talon* *tundra*

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.

1. **Describe** What is winter like in Denali National Park? (Winter is very cold, and the sun shines for only four or five hours a day. Deep snow covers the tundra and the few animals living in the park have a hard time finding food.)
2. **Explain** How do animals survive the winter weather? (Animals like bears hibernate, or sleep through the winter. Others, such as caribou, migrate to spend winter in places where temperatures are warmer and food is easier to find.)
3. **Explain Events in Text** What changes take place in Denali as spring arrives? (Animals come back, and plants begin to grow again. Animals shed their winter coats and some change color.)
4. **Make Inferences** How does living in groups help some animals survive in Denali? (Living in groups makes it harder for predators to successfully attack.)
5. **Details** What challenges did people face when creating Denali National Park? (Some people didn't want the park. Miners worried they would lose their jobs. Other people worried they would not be able to hunt animals anymore on the land once it became a park.)

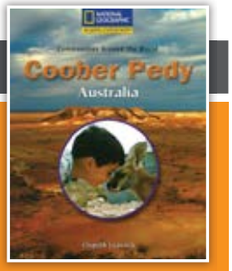
Check & Reteach

OBJECTIVE: Explain Events in Text

Have partners take turns explaining the section on page 11 that tells about the creation of Denali National Park. (NATIONAL GEOGRAPHIC magazine printed an article. It said animals needed a park to survive. People wrote to Congress and it created the park.)
For students who cannot explain events in text, reteach with "The Big Chill on page 6. Have students scan the text. Say: *The text says that the days are getting cooler. The author gives specific information telling why temperatures drop and what happens because of that.* Make a class list of the specific information. Have students use it to explain why the days get cooler and what happens. (Possible response: The days get cooler because summer is ending. Animals get ready for the cold weather. Sheep grow thicker coats and bears start eating a lot. Animals that spent the summer in the park leave. Caribou go back to the forests and terns fly to Antarctica.)

Week 3 Teaching Resources
Nonfiction

BL BELOW LEVEL 510L



Coober Pedy, Australia
by Elspeth Leacock

Content Connection:
Australia

Expository Nonfiction | Pages: 24 | Lexile: 510 | GR: S

OBJECTIVES
Thematic Connection: Distant Lands

Read and Comprehend Text

- ☑ **Visualize to Comprehend Text**
- ☑ **Determine the Main Idea and Supporting Details**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.15, page SG42
Practice Master SG3.16, page SG43
Practice Master SG3.17, page SG44
Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Map of Australia

SUGGESTED PACING
DAY 2 Introduce and read pages 4–11
DAY 3 Read pages 12–24 and discuss
DAY 4 Reteach or conduct intervention
DAY 5 Connect across texts

Summary A Coober Pedy student named Darcy takes readers on a tour of his unusual town in the remote Australian outback, where many of the residents live and work underground. In 1915, 15-year-old Willie Hutchinson discovered opals in the area. This discovery attracted miners from across Australia and around the world. Today, most homes in Coober Pedy are underground dugouts, which stay cool even in the hot climate. The two main sources of income in the town—opals and tourism—come together in a yearly festival.

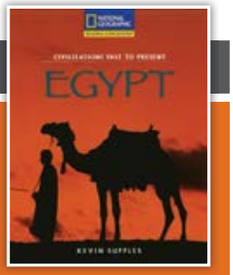
Activate Prior Knowledge Ask: *How do you use windows at home?* (Possible responses: to change room temperatures, to let in more sunlight, to let in less sunlight, to enjoy views)

Build Background Display the map of Australia from the **Digital Library**. Say: *Australia is Earth's smallest continent. Most of the major cities are located by the ocean. The outback is the large, dry area that is far away from cities.*

Story Words Use **Practice Master SG3.15** to extend vocabulary.

comfortable, page 6
discover, page 6
fortune, page 22
tough, page 19
valuable, page 19

BL BELOW LEVEL 590L



Egypt
by Kevin Supples

Content Connection:
Egypt

Expository Nonfiction | Pages: 24 | Lexile: 590 | GR: S

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.15, page SG42
Practice Master SG3.16, page SG43
Practice Master SG3.18, page SG45
Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Sahara Desert, Nile River

SUGGESTED PACING
DAY 2 Introduce and read pages 1–9
DAY 3 Read pages 10–17 and discuss
DAY 4 Read pages 18–24 and discuss
DAY 5 Connect across texts

Summary Egypt, a country in northeastern Africa, has been an important place for thousands of years. The world's longest river, the Nile, attracted people to the area. In ancient times, the Nile flooded every year, but modern dams help people use the water throughout the year. Today, farming remains an important activity in Egypt, but homes, clothes, school, and food have changed a great deal. Pharaohs ruled in ancient Egypt, where people built pyramid tombs, preserved bodies as mummies, and wrote hieroglyphs on papyrus.

Activate Prior Knowledge Say: *How do rivers help people? How can rivers cause problems?* (Possible responses: Rivers help people travel, fish, and get water for farms; rivers can flood.)

Build Background Display the photos of the Sahara Desert and the Nile River from the **Digital Library**. Say: *Egypt is a country in Africa. It is a land of contrasts. Most of the country is desert, but it also has the Nile river.* Show the photos and have students compare and contrast the two Egyptian landscapes.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

consider, page 18
invent, page 18
modern, page 7
monument, page 4
mysterious, page 4

OL ON LEVEL

England: The Land
by Erinn Banting

Content Connection:
England

Expository Nonfiction | Pages: 32 | GR: R

COMMON CORE STANDARDS

Reading

Read and Comprehend Text	**CC.4.Rinf.10**
Determine the Main Idea of Text, Explain How the Main Idea is Supported by Details	**CC.4.Rinf.2**
Paraphrase Text	**CC.4.SL.2**
Summarize	**CC.4.Rinf.2**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.15, page SG42
Practice Master SG3.16, page SG43
Practice Master SG3.19, page SG46
Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Map of England

SUGGESTED PACING

DAY 2 Introduce and read pages 1–13
DAY 3 Read pages 14–27
DAY 4 Read pages 28–32 and discuss
DAY 5 Connect across texts

Summary England is an island country that has mountains and valleys, rivers, low hills called *downs*, wet, flat areas called *moors*, and a mild climate. The text introduces major English cities, famous castles, and key populations, including both Anglo-Saxons and immigrants. Agriculture and fishing, once the main economic activities, were replaced by textile and other industries. As industry developed, so did methods of travel, including highways and underground railways. The Chunnel, or "Channel Tunnel" now connects England and France.

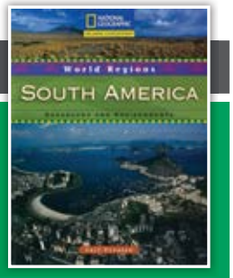
Activate Prior Knowledge Ask: *What kinds of landscape might you pass in a one- or two-hour drive from here? How much will the landscape change?*

Build Background Display the physical map of England from the **Digital Library**. Say: *England is an island that has many different land features.* Point to mountains, rivers, and other geographic features on the map. Have students identify how the land of England changes from one area to another.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

construct, page 20
industry, page 22
observe, page 17
original, page 31
support, page 25

AL ABOVE LEVEL 930L



South America
by Carl Proujan

Content Connection:
South America

Expository Nonfiction | Pages: 64 | Lexile: 930 | GR: W

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks	**CC.4.W.10**

Speaking and Listening

Draw on Preparation to Explore Ideas	**CC.4.SL.1.a**

Language and Vocabulary

Acquire and Use Academic Words	**CC.4.L.6**

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.15, page SG42
Practice Master SG3.16, page SG43
Practice Master SG3.20, page SG47
Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Volcano in the Andes, Amazon Rain Forest, Pampas, Patagonia

SUGGESTED PACING

DAY 2 Introduce and read pages 1–21
DAY 3 Read pages 22–47
DAY 4 Read pages 48–64 and discuss
DAY 5 Connect across texts

Summary Readers learn about South America's four geographic regions and the people who live there. The Andes Mountains, created by the movements of tectonic plates, include climate zones that range from tropical at the base to frozen at the peaks. The biodiversity of the Amazon Rain Forest is threatened by human destruction and by an increase in global temperatures. The vast, flat Pampas is divided into the humid east and the dry grasslands to the west, where cattle ranches thrive. The coastal regions include the arid Atacama Desert and frozen, windswept Patagonia in the south.

Activate Prior Knowledge Ask: *What have you learned by looking at a map of the United States? What kinds of information did the map include?*

Build Background Display photos of four regions of South America from the **Digital Library**. Remind students that Earth has seven continents. Each one can be divided into geographic regions that share similar climates and land features.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

decrease, page 21
identify, page 28
observe, page 17
original, page 31
support, page 25

Week 3 Teaching Resources
Nonfiction

BL BELOW LEVEL 510L

Coober Pedy, Australia
by Elspeth Leacock

Build Comprehension
- **Explain** *Why did people build the town of Coober Pedy?* (Opals were discovered there, so many people came to mine for these valuable stones.)
- **Identify Problem and Solution** *What are some problems that make it hard to live in Coober Pedy?* (Possible response: It's very hot and dry there.) *How have people made it easier to live there?* (Possible response: Many people live in underground dugouts that stay cool even when it is hot outside.)

Writing Options
- **Interview Questions** Have students write five questions they would like to ask Darcy, the student who narrates *Coober Pedy*. Questions can be about both the town's past and present.
- **Travel Poster** Have students create an informational poster that tells about Coober Pedy and why people should visit it. Review page 20 for events and sights that attract visitors.
- **Journal Entry** Have students explain whether or not they would like to visit Coober Pedy. Encourage them to give reasons to support their opinion.

BL BELOW LEVEL 590L

Egypt
by Kevin Supples

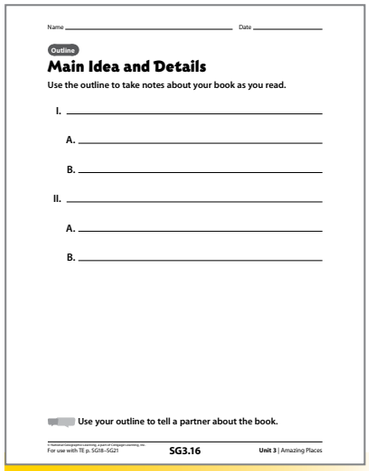
Build Comprehension
- **Make Comparisons** *What is the importance of the Nile River to ancient and modern Egypt?* (Possible responses: The Nile has always been used by farmers. It would flood in ancient times; today, dams prevent floods and allow year-round irrigation.)
- **Form Generalizations** *What details help you understand how life in Egypt has changed since ancient times?* (Possible responses: People used to shave their heads. Men wore a kind of skirt and women wore robes; today, few Egyptians shave their heads and most people wear modern clothing.)

Writing Options
- **List** Have students list the most surprising or mysterious things they learned about Egypt. Encourage students to write at least one sentence for each chapter in the book.
- **Persuasive Paragraph** Have students write a paragraph that tells why others should read *Egypt*. Remind them to support their ideas with details from the book.
- **Journal Entry** Have students choose five words from the Glossary on page 23 and write sentences that describe places they have seen or read about.

Check & Reteach

Ask students to identify main ideas and details in each book.
If students have difficulty identifying these elements, review the outline. Ask: *What is the first main idea in the book? What details does the author use to support this idea? What is another main idea? What details support this idea?*

DURING READING


Name _____ Date _____

Outline

Main Idea and Details

Use the outline to take notes about your book as you read.

I. _____

A. _____

B. _____

II. _____

A. _____

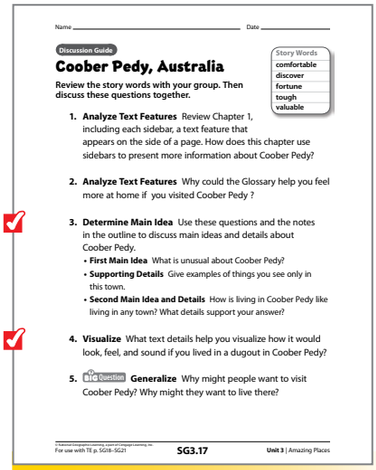
B. _____

Use your outline to tell a partner about the book.

SG3.16 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.16**

AFTER READING


Name _____ Date _____

Discussion Guide

Coober Pedy, Australia

Review the story words with your group. Then discuss these questions together.

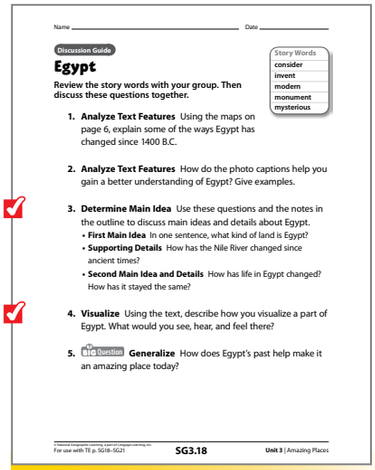
Story Words: comfortable, discover, fortune, tough, valuable

1. **Analyze Text Features** Review Chapter 1, including each sidebar, a text feature that appears on the side of a page. How does this chapter use sidebars to present more information about Coober Pedy?
2. **Analyze Text Features** Why could the Glossary help you feel more at home if you visited Coober Pedy ?
3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about Coober Pedy.
   - **First Main Idea** What is unusual about Coober Pedy?
   - **Supporting Details** Give examples of things you see only in this town.
   - **Second Main Idea and Details** How is living in Coober Pedy like living in any town? What details support your answer?
4. **Visualize** What text details help you visualize how it would look, feel, and sound if you lived in a dugout in Coober Pedy?
5. Big Question **Generalize** Why might people want to visit Coober Pedy? Why might they want to live there?

SG3.17 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.17**

AFTER READING


Name _____ Date _____

Discussion Guide

Egypt

Review the story words with your group. Then discuss these questions together.

Story Words: consider, invent, modern, monument, mysterious

1. **Analyze Text Features** Using the maps on page 6, explain some of the ways Egypt has changed since 1400 B.C.
2. **Analyze Text Features** How do the photo captions help you gain a better understanding of Egypt? Give examples.
3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about Egypt.
   - **First Main Idea** In one sentence, what kind of land is Egypt?
   - **Supporting Details** How has the Nile River changed since ancient times?
   - **Second Main Idea and Details** How has life in Egypt changed? How has it stayed the same?
4. **Visualize** Using the text, describe how you visualize a part of Egypt. What would you see, hear, and feel there?
5. Big Question **Generalize** How does Egypt's past help make it an amazing place today?

SG3.18 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.18**

OL ON LEVEL

England: The Land
by Erinn Banting

Build Comprehension

- **Form Generalizations** *What are some of the way water has shaped the way people live in England?* (Possible responses: The country is an island, so people often live near the coast; rivers, like the Thames, provide water and transportation; people drained water from the Fens to use the land for farming.)
- **Make Comparisons** *How is England different from the United States? How is it similar?* (Possible response: It is smaller and older; they drive on the left; like the US, many people work in service industries, like tourism, education, and sales.)

Writing Options

- **E-Mail** Have students write an e-mail to a student in England. They can share interesting information they learned about the country, ask questions, and give details about their own lives.
- **Travel Brochure** Students can create brochures that highlight historic, mysterious, or industrial England. Suggest that students include vivid descriptions of at least four places to visit. Catchy titles can also attract readers' interest.
- **Journal Entry** Suggest that students describe a job they might like to do if they grew up in England. They can also tell why it is important to learn about this industry.

AL ABOVE LEVEL 930L

South America
by Carl Proujan

Build Comprehension

- **Explain** *What are some of the most extreme regions of South America?* (Possible responses: The Andes are the highest regions, where oxygen is low at high altitudes. The Atacama Desert is the driest region. Patagonia is the coldest.)
- **Form Generalizations** *What are some of the ways that land in South America is changing?* (Possible response: The Amazon Rain Forest and the Pampas are decreasing, due to human destruction and increased temperatures.)

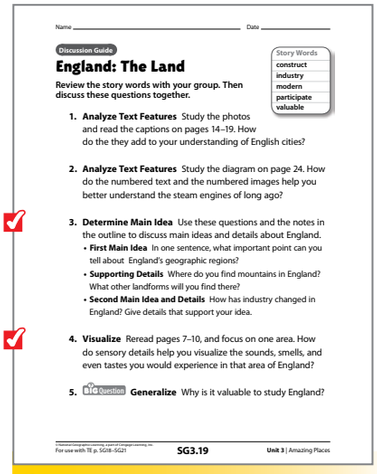
Writing Options

- **Blog Post** Have students write a blog post about a place they read about in *South America*. Suggest that students describe the place and tell why they found it interesting. Remind them to include details for people who did not read the book.
- **Speech** Have students write a speech about why it is important to protect one region of South America. Encourage them to support opinions with facts and details from the book. Allow students to deliver their speeches to the class.
- **Journal Entry** Have students describe a place they would like to visit in South America, explain their choice, and tell what they might observe on a trip there.

Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group describe important ideas presented in his or her book. Then have groups use **Practice Master SG5.21** to guide discussion.

AFTER READING



Name _____ Date _____

Discussion Guide

England: The Land

Review the story words with your group. Then discuss these questions together.

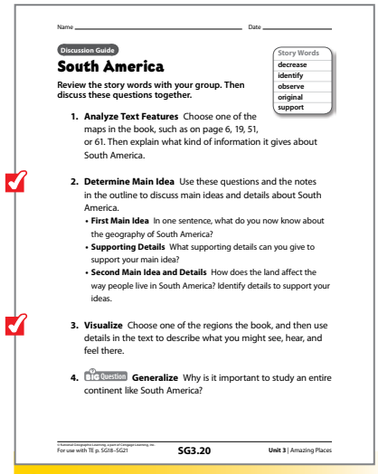
Story Words: construct, industry, modern, participate, valuable

1. **Analyze Text Features** Study the photos and read the captions on pages 14–19. How do the they add to your understanding of English cities?
2. **Analyze Text Features** Study the diagram on page 24. How do the numbered text and the numbered images help you better understand the steam engines of long ago?
3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about England.
   - **First Main Idea** In one sentence, what important point can you tell about England's geographic regions?
   - **Supporting Details** Where do you find mountains in England? What other landforms will you find there?
   - **Second Main Idea and Details** How has industry changed in England? Give details that support your idea.
4. **Visualize** Reread pages 7–10, and focus on one area. How do sensory details help you visualize the sounds, smells, and even tastes you would experience in that area of England?
5. 1:1 Question **Generalize** Why is it valuable to study England?

For use with TE p. SG18–SG21 SG3.19 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.19**

AFTER READING



Name _____ Date _____

Discussion Guide

South America

Review the story words with your group. Then discuss these questions together.

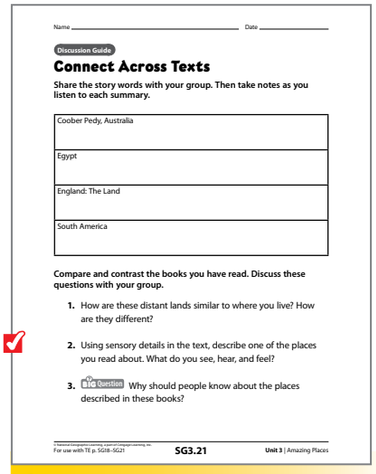
Story Words: decrease, identify, observe, original, support

1. **Analyze Text Features** Choose one of the maps in the book, such as on page 6, 19, 51, or 61. Then explain what kind of information it gives about South America.
2. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about South America.
   - **First Main Idea** In one sentence, what do you now know about the geography of South America?
   - **Supporting Details** What supporting details can you give to support your main idea?
   - **Second Main Idea and Details** How does the land affect the way people live in South America? Identify details to support your ideas.
3. **Visualize** Choose one of the regions the book, and then use details in the text to describe what you might see, hear, and feel there.
4. 1:1 Question **Generalize** Why is it important to study an entire continent like South America?

For use with TE p. SG18–SG21 SG3.20 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.20**

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.

Coober Pedy, Australia
Egypt
England: The Land
South America

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are these distant lands similar to where you live? How are they different?
2. Using sensory details in the text, describe one of the places you read about. What do you see, hear, and feel?
3. 1:1 Question Why should people know about the places described in these books?

For use with TE p. SG18–SG21 SG3.21 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.21**

OBJECTIVES

Thematic Connection: Exploring Earth's Extremes

Read and Comprehend Informational Text

Comprehend Quantitative Information

Climbing to Success by Jacqueline St. Jacques

Summary *Climbing to Success* explores attempts to climb Asia's Mount Everest—the highest point on Earth. It explains related dangers and climbers' tools. It also introduces Kili Sherpa, a climber who lives in Nepal. He reached Everest's summit in 2000. "Climbing to Success" describes how Kili started a school in Nepal in 1996 to teach young Sherpas to climb safely. Many work as guides on climbs. Although avalanches and storms cannot be controlled, Kili believes that teaching climbing skills can save lives. "Scaling Mount Everest" presents tools such as the ice ax that climbers rely on. "The Race to the Top" describes climbers who took on the challenge to scale Mount Everest. Edmund Hillary and Tenzing Norgay were the first to succeed in 1953. In 1975 the first woman, Junko Tabei, reached the top. About 1600 people have now met the challenge.

Activate Prior Knowledge Display the front cover and ask: *What is this person doing?* (climbing a mountain) *Why would someone want to climb?* (Possible responses: for fun; to be challenged; to prove they can)

Build Background Explain that the highest spot on Earth is Mount Everest. It towers more than 29,000 feet in the air and is more than 23 times the height of New York's Empire State Building. Use pages 4 and 7 to point out Everest's location. Ask students to use the maps to identify Everest's continent and country. (Asia, Nepal)

PROGRAM RESOURCES

PRINT ONLY

***Climbing to Success,* Pioneer Edition**

***Climbing to Success,* Pathfinder Edition**

TECHNOLOGY ONLY

My Vocabulary Notebook

Interactive Whiteboard Lesson–Climbing Mt. Everest

COMMON CORE STANDARDS

Reading	
Interpret Information Presented Quantitatively	**CC.4.Rinf.7**
Read and Comprehend Informational Text	**CC.4.Rinf.10**
Language	
Acquire and Use Domain-Specific Words	**CC.4.L.6**

Mini Lesson

Comprehend Quantitative Information

Explain: *Often historical texts present quantitative, or numerical, information to explain key points in the text or to add information. Such information may appear in a chart.* Point out that good readers know how to understand quantitative information presented in texts.

Read aloud the following text from page 4 of the Pioneer Edition of *Climbing to Success* as students listen.

> As a boy, [Kili Sherpa] dreamed of climbing the Himalaya.
>
> These mountains tower over his village. The tallest is Mount Everest. It rises 29,028 feet. It is the highest spot on Earth. Kili wanted to reach its top, or **summit**.

Text from Pioneer Edition

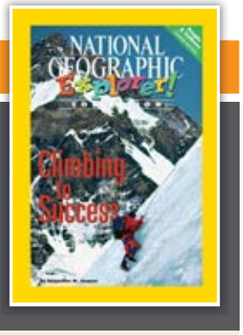
Then think aloud to model how to comprehend quantitative information. *The text says that Mount Everest in the highest point on Earth at 29,028 feet. I will use the information in the first three rows of the chart "The Seven Summits" on page 7 to find out about other tall mountains and how they compare to Mount Everest:*

- *Mount Aconcagua is the highest mountain in South America at 22,834 feet.*
- *Mount Elbrus is the highest mountain in Europe at 18,510 feet.*

By comparing the heights, I know that Mount Everest is about 6,000 feet taller than the mountain in South America and about 10,500 feet taller than the mountain in Europe.

Have students practice comprehending quantitative information by explaining the information about when these mountains were first climbed. (Mount Elbrus was first climbed in 1874; Mount Aconcagua, in 1897; and Mount Everest, in 1953.)

BL BELOW LEVEL 410L



PIONEER EDITION
Lexile: 410L | GR: P
Content Connection: Exploring Mount Everest

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

avalanche *belay* *jumar* *rappel* *summit*

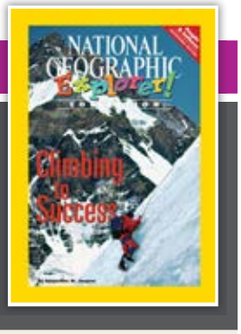
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

1. **Main Idea** Who is Kili Sherpa? (He is a Sherpa who works as a guide and climbed to the top of Mount Everest in 2000. He also teaches other Sherpas how to climb.)
2. **Cause/Effect** Why did he start a climbing school in 1996? (He started the school to train young Sherpas to climb so that they could learn how to be safe on climbing trips.)
3. **Details** What does Kili teach students? (He teaches students how to tie knots and climbing skills such as belaying, jumaring, and rappelling.)
4. **Cause/Effect** Why is climbing Mount Everest dangerous? (Climbing Mount Everest is dangerous because there are storms and avalanches on the mountain that can kill people.)
5. **Comprehend Quantitative Information** What are the Seven Summits? ("The Seven Summits" is the name given to the group of the highest mountains on each continent.) How do they compare? (Possible response: They range in elevation from about 7,300 feet to over 29,000 feet. They were all climbed between 1840 and 1966.)

OL ON LEVEL 650L



PATHFINDER EDITION
Lexile: 650L | GR: S
Content Connection: Exploring Mount Everest

Social Studies Vocabulary

Use Wordwise on page 6 to introduce new words:

avalanche *crampons* *migrate* *scale* *yak*

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.

1. **Details** Where is Mount Everest located? (It is in the Himalaya Mountains in the country of Nepal in Asia.)
2. **Explain** When did Sherpas begin to climb Mount Everest? (They began in the early 1900s.) Why? (Alexander Kellas, a British explorer, came to Nepal and hired Sherpas to carry his equipment on his mountain expeditions.)
3. **Cause/Effect** Why did Kili Sherpa open a climbing school? (He was concerned about young, untrained Sherpas who were being hired for dangerous jobs. So, he started a school to teach young Sherpas skills for climbing safely.)
4. **Comprehend Quantitative Information** What are the Seven Summits? (the names of the highest mountain on each continent) How do they compare? (Possible response: They range in elevation from about 7,300 feet to over 29,000 feet. They were all climbed between 1840 and 1966.)
5. **Evaluate** What is the toughest challenge that climbers face when they climb Mount Everest? (Possible response: not panicking) Explain. (Possible response: Climbers have to think clearly and use what they have learned to solve any problems.)

Check & Reteach

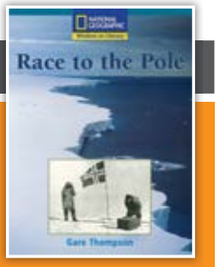
OBJECTIVE: Comprehend Quantitative Information

Have partners take turns using the chart on page 7 to explain how the tallest mountain in North America compares to Mount Everest. (Mount McKinley in North America is almost 6000 feet lower than Everest. McKinley was first climbed 40 years before Everest.)
For students who cannot comprehend quantitative information, reteach using the chart on page 7. Remind students that the text says that Everest is the highest place on Earth (page 4) and that people reached the top for the first time in 1953. Say: *The chart lists the highest mountains on each of the seven continents. Which is the lowest of the seven? When was it first climbed?* Have students use the chart to find the information. (Kosciuszko in Australia; first climbed in 1840) Have students explain how this information adds to their understanding. (It tells me that Australia doesn't have very tall mountains, and it was climbed more than 100 years before Everest.)

Week 4 Teaching Resources

Nonfiction

BL BELOW LEVEL 510L



Race to the Pole
by Gare Thompson

Content Connection:
Exploring the South Pole

Expository Nonfiction | Pages: 24 | Lexile: 420L | GR: R

OBJECTIVES

Thematic Connection: Imagining the World

☑ **Preview and Predict to Comprehend Text**

Determine the Main Idea

Explain How the Main Idea Is Supported by Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.22, page SG49
Practice Master SG3.23, page SG50
Practice Master SG3.24, page SG51
Practice Master SG3.28, page SG55

SUGGESTED PACING

DAY 2 Introduce and read pages 1–5
DAY 3 Read pages 6–23 and discuss
DAY 4 Reteach or conduct intervention
DAY 5 Connect across texts

Summary In 1910 polar explorers Roald Amundsen and Robert Scott each set off to become the first person to reach the South Pole. This book describes how they prepared for their trips, the challenges they faced, and the reasons for Amundsen's victory. By studying past explorers, students will see how their discoveries opened the way for others to learn about distant places like Antarctica.

Activate Prior Knowledge Ask: *Have you ever taken part in a competition, such as a race? How did you feel about the outcome? How did you prepare?* (Accept all reasonable responses.)

Build Background Point to the polar regions of Earth on a classroom globe. Note that these regions are extremely cold. For example, temperatures at the South Pole can fall to -72 degrees Fahrenheit, with a "high" of -25 degrees Fahrenheit.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

detail, page 7
extreme, page 3
harsh, page 16
mound, page 10
overcome, page 3

BL BELOW LEVEL 620L

To the Top!
by Sydelle Kramer

Content Connection:
Exploring Mount Everest

Expository Nonfiction | Pages: 48 | Lexile: 620L | GR: N

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.22, page SG49
Practice Master SG3.23, page SG50
Practice Master SG3.25, page SG52
Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: World Map Photo of Mount Everest

SUGGESTED PACING

DAY 2 Introduce and read pages 1–10
DAY 3 Read pages 11–30 and discuss
DAY 4 Read pages 31–48 and discuss
DAY 5 Connect across texts

Summary In 1953 a British expedition sets out to climb to the top of the world's tallest mountain. Fourteen climbers, including Edmund Hillary and Tensing Norgay, gather with their guides in Katmandu, Nepal, heading 190 miles through jungles, across rivers, and ever higher toward the frosty peaks of Everest. There, they face the challenges of the extreme landscapes and perilous weather. Finally, two men are chosen to climb to the summit. Hillary and Norgay become the first to reach the top of Mount Everest.

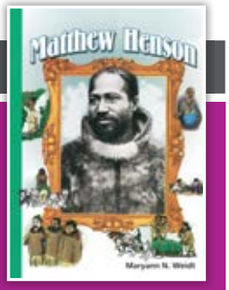
Activate Prior Knowledge Have students think about a challenge they have taken on, such as looking after a younger sibling or something physical like a race. Have volunteers describe the challenge, risks, rewards, and how they prepared.

Build Background Point to the Himalayas and Mount Everest on a world map from the **Digital Library.** Explain that the Sherpa, an ethnic group of people who live in this region of Nepal, serve as skillful guides to climbers hoping to reach the top of Mount Everest.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

attempt, page 7
companion, page 26
hesitate, page 36
perilous, page 48
plunge, page 27

OL ON LEVEL 780L



Matthew Henson
by Maryann N. Weidt

Content Connection:
Exploring the North Pole

Biography | Pages: 45 | Lexile: 780L | GR: S

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	**CC.4.Rinf.2**
Refer to Details and Examples When Explaining Text	**CC.4.Rinf.2**
Interpret Information Presented Visually	**CC.4.Rinf.7**
Summarize	**CC.4.Rinf.2**

PROGRAM RESOURCES

PRINT & TECHNOLOGY	TECHNOLOGY ONLY
Practice Master SG3.22, page SG49	**Digital Library: World Map**
Practice Master SG3.23, page SG50	
Practice Master SG3.26, page SG53	
Practice Master SG3.28, page SG55	

SUGGESTED PACING, PART 1

DAY 2 Introduce and read pages 1–13
DAY 3 Read pages 14–36 and discuss
DAY 4 Read pages 37–48 and discuss
DAY 5 Connect across texts

Summary Born in 1866, Matthew Henson lived at a time when African Americans had few choices about their lives. However, as part of Robert Peary's expedition to explore the frozen Arctic, Matt Henson became one of the first men to reach the North Pole. This book follows his journey.

Activate Prior Knowledge Ask: *Is there any place you've seen in pictures or heard about in stories that you would like to explore? What makes that place amazing?* (Accept all reasonable responses.)

Build Background Point to Greenland on a world map from the **Digital Library** and explain: *The world's largest island is surrounded by cold ocean currents, so its coasts are always being cooled. To reach the North Pole, explorers had to travel through its dangerous land and sea.*

Story Words Use **Practice Master SG3.22** to extend vocabulary.

accomplishment, page 40
awe, page 9
eventually, page 25
risk, page 16

AL ABOVE LEVEL 890L

The Boy Who Conquered Everest
by Katherine Blanc with Jordan Romero

Content Connection:
Exploring Mount Everest

Biography | Pages: 72 | Lexile: 890L | GR: NA

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks	**CC.4.W.10**

Speaking and Listening

Draw on Preparation to Explore Ideas	**CC.4.SL.1.a**

Language and Vocabulary

Acquire and Use Academic Words	**CC.4.L.6**

PROGRAM RESOURCES

PRINT & TECHNOLOGY	TECHNOLOGY ONLY
Practice Master SG3.22, page SG49	**Digital Library: World Map, photo of Mount Everest**
Practice Master SG3.23, page SG50	
Practice Master SG3.27, page SG54	
Practice Master SG3.28, page SG55	

SUGGESTED PACING, PART 1

DAY 2 Introduce and read pages 3–16
DAY 3 Read pages 18–44 and discuss
DAY 4 Read pages 46–69 and discuss
DAY 5 Connect across texts

Summary Inspired by a school mural of the seven summits, nine-year-old Jordan Romero wants to climb them all. With the help of his parents, corporate sponsors, and skillful guides and trainers, Jordan sets out to make his dream a reality. This book chronicles his four-year journey, summit by summit, step by step, via narrative text and quotes from Jordan himself. Back-of-the-book features encourage kids to "find their own Everest" and follow their own dreams.

Activate Prior Knowledge Ask: *What is an important goal that you have set for yourself? Why do want to achieve this goal? What steps have you taken (or could you take) to accomplish it.* (Accept all reasonable responses.)

Build Background Point to Mount Everest on a world map from the **Digital Library** and explain: *This is the world's highest mountain. The boy we are going to read about decided to climb the highest mountains on all seven continents.*

Story Words Use **Practice Master SG3.22** to extend vocabulary.

eliminate, page 38
qualify, page 28
relieved, page 39
terrain, page 10
train, page 29

Week 4 Teaching Resources
Nonfiction

BL BELOW LEVEL 510L

Race to the Pole
by Gare Thompson

Build Comprehension

- **Describe** *How did Scott move supplies across the ice compared to Amundsen?* (Possible response: Like Amundsen, Scott used dogs. But he also used motor sleds and ponies.) *Why didn't this difference help Scott?* (Possible response: The motor sleds sank; the ponies tired and were hard to control, and his crew did not know how to use dogs.)
- **Form Opinions** *Why do you think Amundsen won the race?* (Possible response: He observed how people survived in the polar region, how to dress, what to eat, and how to use sled dogs to get around. He was better prepared than Scott.)

Writing Options

- **Message** Have students write a message with helpful information from Amundsen for Scott to find at the South Pole.
- **News Article** Have students write one paragraph of a news report about the victory of Amundsen or the death of Scott.
- **Journal Entry** Invite students to write about a time they won or lost a difficult competition.

BL BELOW LEVEL 620L

To the Top!
by Sydelle Kramer

Build Comprehension

- **Analyze** *How did Hillary and Norgay prove that teamwork is important in the exploration of extreme places?* (Possible response: Students should summarize the ways in which each man saved the other man's life.)
- **Evaluate** *Do you agree that "There's no place on Earth that humans cannot reach"? Explain.* (Students might give examples of other amazing places they have read about in this unit; students might also cite places that might be to dangerous to explore, such as the inside of a volcano.)

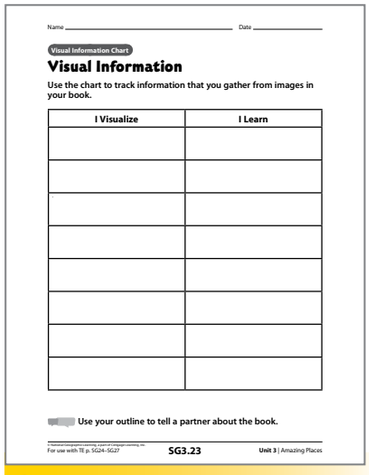
Writing Options

- **Fact Sheet** Have students write a list of facts that would be helpful to people who want to climb Mount Everest.
- **Description** Have students use details that they gathered from the visuals to write a vivid description of Mount Everest. Have partners take turns reading aloud and sharing what they picture as they listen to each other's descriptions.
- **Journal Entry** Have students write about why they think they would make a good team member on an exploration.

Check & Reteach

Ask students to state important information in each book that they learned from analyzing the visuals. If students have difficulty giving an example of visual information, refer them to their visual information chart. Ask: *How did the photos and other visuals give you important information about the topic of this book?*

DURING READING



Name _____ Date _____

Visual Information Chart

Visual Information

Use the chart to track information that you gather from images in your book.

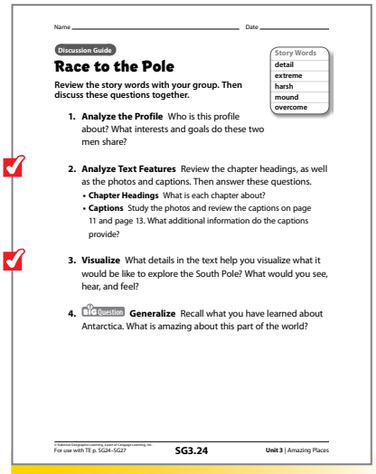
I Visualize	I Learn

Use your outline to tell a partner about the book.

SG3.23 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.23**

AFTER READING



Name _____ Date _____

Discussion Guide

Race to the Pole

Review the story words with your group. Then discuss these questions together.

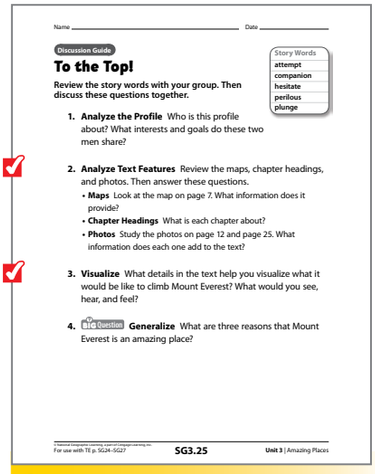
Story Words: detail, extreme, harsh, mound, overcome

1. **Analyze the Profile** Who is this profile about? What interests and goals do these two men share?
2. **Analyze Text Features** Review the chapter headings, as well as the photos and captions. Then answer these questions.
   - **Chapter Headings** What is each chapter about?
   - **Captions** Study the photos and review the captions on page 11 and page 13. What additional information do the captions provide?
3. **Visualize** What details in the text help you visualize what it would be like to explore the South Pole? What would you see, hear, and feel?
4. Big Question **Generalize** Recall what you have learned about Antarctica. What is amazing about this part of the world?

SG3.24 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.24**

AFTER READING



Name _____ Date _____

Discussion Guide

To the Top!

Review the story words with your group. Then discuss these questions together.

Story Words: attempt, companion, hesitate, perilous, plunge

1. **Analyze the Profile** Who is this profile about? What interests and goals do these two men share?
2. **Analyze Text Features** Review the maps, chapter headings, and photos. Then answer these questions.
   - **Maps** Look at the map on page 7. What information does it provide?
   - **Chapter Headings** What is each chapter about?
   - **Photos** Study the photos on page 12 and page 25. What information does each one add to the text?
3. **Visualize** What details in the text help you visualize what it would be like to climb Mount Everest? What would you see, hear, and feel?
4. Big Question **Generalize** What are three reasons that Mount Everest is an amazing place?

SG3.25 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.25**

OL ON LEVEL 780L

Matthew Henson
by Maryann N. Weidt

Build Comprehension

- **Compare** *How did Matthew Henson's life at home compare to his life as an explorer?* (Possible response: At home, he faced limits, because of discrimination against African Americas. As an explorer, he could go anywhere and live his dreams.)
- **Evaluate** *Why were the journeys that the Peary expedition took before they reached the top so important?* (Possible response: The journeys helped them learn things that eventually helped them reach the North Pole, such as how to avoid dangerous places, how to survive the cold, and how to use sled dogs.)

Writing Options

- **Letter** Have students write a letter to Lucy as Henson, including biographical details from the book.
- **List** Using the text and visuals, students can make a list of the supplies that the Peary expedition took on their journey.
- **Journal Entry** Invite students to write about a personal goal that they would be willing to work hard at for many years.

AL ABOVE LEVEL

The Boy Who Conquered Everest
by Katherine Blanc with Jordan Romero

Build Comprehension

- **Analyze** *Jordan quotes Edmund Hillary: "It is not the mountain we conquer, but ourselves." What does this mean to you?* (Possible response: When you set a goal, you must overcome your fears and find your strengths.)
- **Explain** *What surprised you the most about the things Jordan did to prepare?* (Students' responses could include how Jordan adjusted to the altitude or the Sherpa ceremony of "asking permission" of the mountain.)

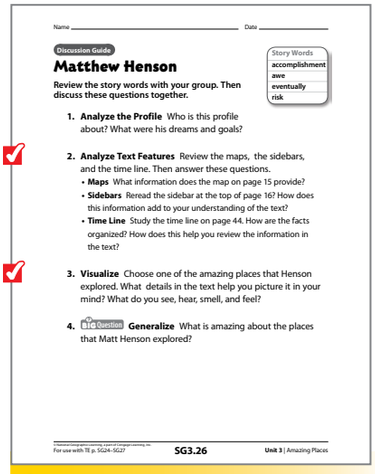
Writing Options

- **E-mail** Have students write an e-mail to Jordan to ask him three questions about his experiences. Have students trade e-mails and reply as Jordan.
- **How-to Paragraph** Have students choose one of Jordan's tips on page 67, and write a paragraph about how to apply it.
- **Journal Entry** Have students use the steps for setting a goal (page 65) to write a journal entry about one of their own goals.

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 SG3.28** to guide discussion.

AFTER READING



Name _____ Date _____

Discussion Guide

Matthew Henson

Story Words: accomplishment, awe, eventually, risk

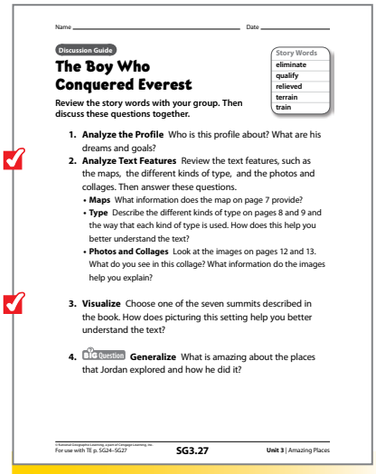
Review the story words with your group. Then discuss these questions together.

1. **Analyze the Profile** Who is this profile about? What were his dreams and goals?
2. **Analyze Text Features** Review the maps, the sidebars, and the time line. Then answer these questions.
   - **Maps** What information does the map on page 15 provide?
   - **Sidebars** Reread the sidebar at the top of page 16? How does this information add to your understanding of the text?
   - **Time Line** Study the time line on page 44. How are the facts organized? How does this help you review the information in the text?
3. **Visualize** Choose one of the amazing places that Henson explored. What details in the text help you picture it in your mind? What do you see, hear, smell, and feel?
4. 1-2 Question **Generalize** What is amazing about the places that Matt Henson explored?

For use with TE p. SG24–SG27 SG3.26 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.26**

AFTER READING



Name _____ Date _____

Discussion Guide

The Boy Who Conquered Everest

Story Words: eliminate, qualify, relieved, terrain, train

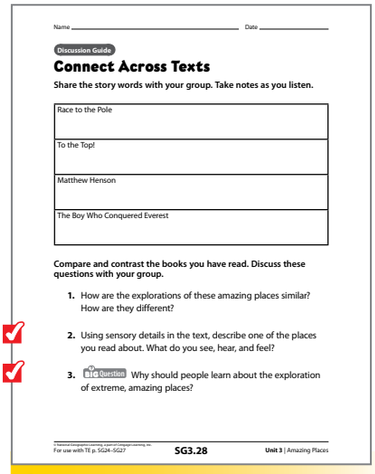
Review the story words with your group. Then discuss these questions together.

1. **Analyze the Profile** Who is this profile about? What are his dreams and goals?
2. **Analyze Text Features** Review the text features, such as the maps, the different kinds of type, and the photos and collages. Then answer these questions.
   - **Maps** What information does the map on page 7 provide?
   - **Type** Describe the different kinds of type on pages 8 and 9 and the way that each kind of type is used. How does this help you better understand the text?
   - **Photos and Collages** Look at the images on pages 12 and 13. What do you see in this collage? What information do the images help you explain?
3. **Visualize** Choose one of the seven summits described in the book. How does picturing this setting help you better understand the text?
4. 1-2 Question **Generalize** What is amazing about the places that Jordan explored and how he did it?

For use with TE p. SG24–SG27 SG3.27 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.27**

AFTER READING



Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Take notes as you listen.

Race to the Pole
To the Top!
Matthew Henson
The Boy Who Conquered Everest

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are the explorations of these amazing places similar? How are they different?
2. Using sensory details in the text, describe one of the places you read about. What do you see, hear, and feel?
3. 1-2 Question Why should people learn about the exploration of extreme, amazing places?

For use with TE p. SG24–SG27 SG3.28 Unit 3 | Amazing Places

NGReach.com **Practice Master SG3.28**

Name _____ Date _____

Academic Vocabulary

Story Words

Sitti's Secrets

connected (ku-**nekt**-ed) *adjective*
When things are **connected**, they are joined together in some way. *E-mail helps my family stay **connected** when we are apart.*

language (**lang**-gwij) *noun*
Language is the words people use to speak and write. *I speak two **languages**: Arabic and English.*

peace (**pēs**) *noun*
When there is no war or fighting, there is **peace**. *We will be happy when the war ends and we can live in **peace**.*

translate (tranz-**lāt**) *verb*
To **translate** means to give the meaning of words in another language. *Can you **translate** the story from English into Spanish?*

village (**vi**-lij) *noun*
A **village** is a small town. *The girl lives in a tiny **village** in the mountains.*

Everest: The Climb PART 1

attempt (u-**tempt**) *verb*
To **attempt** means to try. *We **attempt** to get to school on time every day.*

attitude (**a**-tuh-tood) *noun*
Your **attitude** is the way you think or feel about something.
*I have a positive **attitude** about the test because I know that I studied hard.*

destination (des-tuh-**nā**-shun) *noun*
A **destination** is the place where you are going. *The beach is our favorite **destination** on a hot day.*

extreme (ik-**strēm**) *adjective*
When something is **extreme**, it is more than ordinary. *I can climb a ladder, but **extreme** heights scare me!*

option (**op**-shun) *noun*
An **option** is a choice. *The menu shows two lunch **options** that we can choose from.*

Miss Rumphius

curious (**kyu**-rē-us) *adjective*
A **curious** person wants to know more about something or someone. *I'm **curious** about my new neighborhood.*

delight (di-**līt**) *noun*
Delight means happiness. *My dad's eyes are full of **delight** when he sees me.*

remain (ri-**mān**) *verb*
To **remain** means to continue to be. *The missing book bag **remains** a mystery because we still don't know where it is.*

satisfaction (sa-tus-**fak**-shun) *noun*
Satisfaction is the pleasant feeling you have when you get what you want. *I smile with **satisfaction** whenever I win first prize in a race.*

surround (su-**rownd**) *verb*
When you **surround** something, you go all the way around it. *The trees **surround** the playground on all sides.*

The Cay PART 1

accuse (u-**kūz**) *verb*
When you **accuse**, you say that someone has done something wrong. *I **accuse** my sister of taking my book.*

depend (di-**pend**) *verb*
When you **depend** on someone, you need his or her help.
*I **depend** on my friend for a ride to school.*

refuse (ri-**fūz**) *verb*
When you **refuse**, you say that you will not do or take something. *I **refuse** to take the gift you gave me.*

stubborn (**stu**-burn) *adjective*
When you are **stubborn**, you do not change your ideas easily. *My **stubborn** brother doesn't listen to my ideas.*

wise (**wīz**) *adjective*
A **wise** person is smart and makes good decisions. *I ask my uncle for his advice because he is very **wise**.*

COPY READY

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

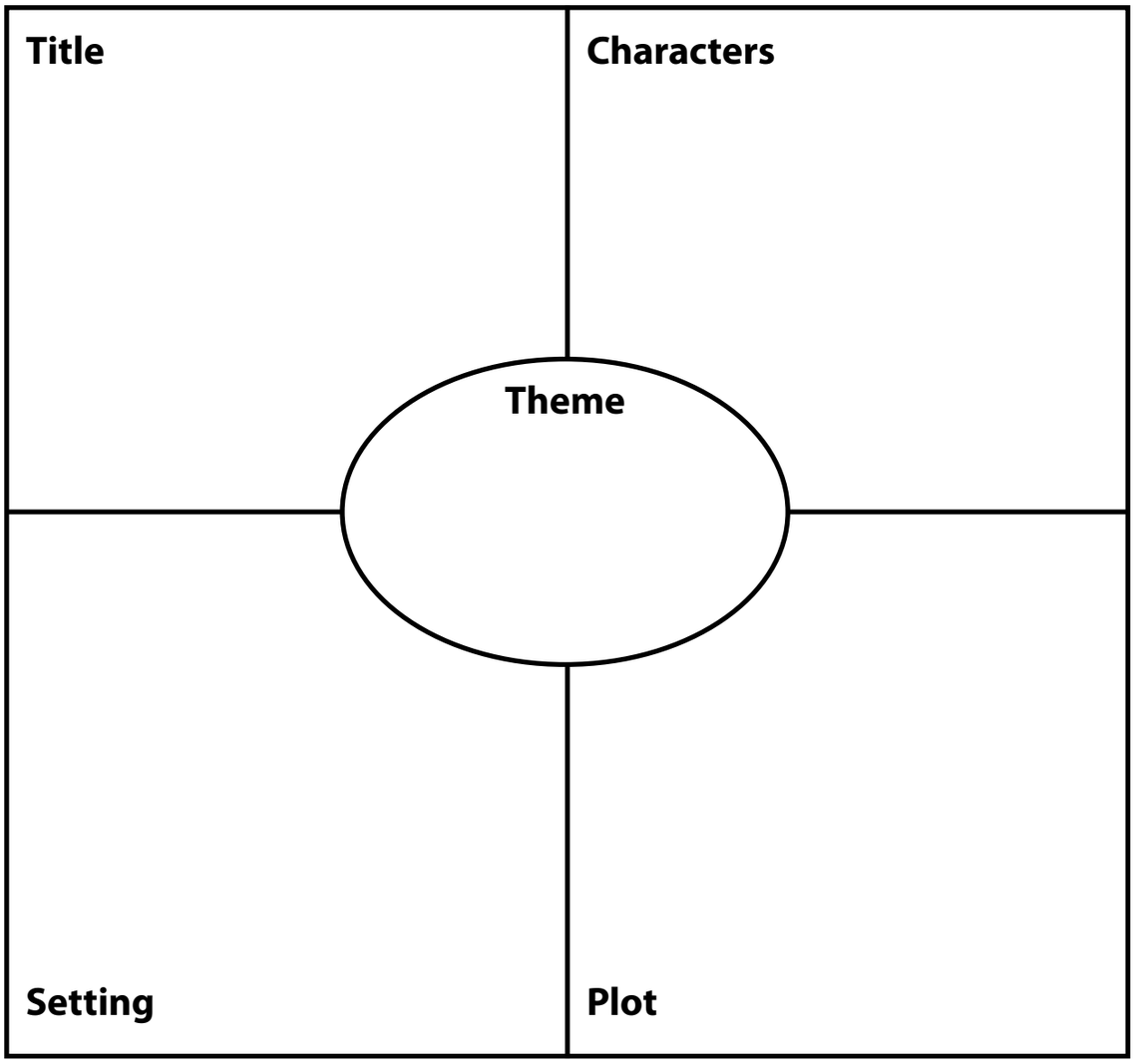
Name _____ Date _____

COPY READY

Theme Chart

Story Theme

Use the theme chart to take notes about your book as you read. Add the theme after you finish reading.



Use your theme chart to tell a partner about the book.

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

Name _____ Date _____

Sitti's Secrets

Story Words
connected
language
peace
translate
village

Review the story words with your group. Then discuss these questions together.

1. **Describe Setting** Describe Sitti's home and village based on details from the story.

2. **Identify Theme** State the theme of *Sitti's Secrets* in your own words. Include ideas from your theme chart and the questions below.
   - **Character** List three ways that Mona, Sitti, and her cousins are connected.
   - **Setting** How does visiting the Middle East help Mona understand the people who live there?
   - **Plot** Why does Mona write to the President of the United States about peace?

3. **Visualize** Reread the passage on page 10 in which Mona meets Sitti for the first time. How does Mona describe Sitti's voice? How does this help you visualize how Sitti sounds?

4. BIG Question **Generalize** What helps Mona imagine the world? What does she do to help others imagine the world differently?

COPY READY

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

Name _____ Date _____

COPY READY

Miss Rumphius

Story Words
curious
delight
remain
satisfaction
surround

Review the story words with your group. Then discuss these questions together.

1. **Describe Setting** Describe the main setting of the story based on details from the text.

2. **Analyze Setting** How does her grandfather's house influence where Miss Rumphius chooses to live?

3. **Identify Theme** State the theme of *Miss Rumphius* in your own words. Include ideas from your theme chart and the questions below.
   - **Character** What does Grandfather tell Miss Rumphius is the most important thing she can do?
   - **Plot** Name three things Miss Rumphius does to make her dreams come true.
   - **Setting** What faraway places does Miss Rumphius visit? How do they encourage her to add beauty to her world?

4. **Visualize** On page 12, Miss Rumphius is in a conservatory. What do you picture in your mind from the author's description? How does the picture in your mind make you feel?

5. BIG Question **Generalize** What helps Miss Rumphius imagine the world? What does she do to learn more about the world?

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

Name _____ Date _____

Everest: The Climb PART 1

Review the story words with your group. Then discuss these questions together.

Story Words
attempt
attitude
destination
extreme
option

1. **Analyze Setting** Review page 68. Describe Advance Base Camp (ABC) based on details and information in the story.

2. **Analyze Story Elements** Use these questions and the notes on the theme chart to help you identify important parts of the story. Think about how they work together to give clues about the theme, or message, of the story.
   - **Setting** Describe two places that the team visits.
   - **Plot** Name two important things that happen to Dominic.
   - **Character** What qualities does Dominic have that make him a good climber?

3. **Visualize** Review pages 70–71. Imagine you are in the avalanche on the Cwm. What things do you see, hear, smell, taste, and feel?

4. BIG Question **Generalize** What are some ways that Mount Everest is an extreme place?

COPY READY

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

Name _____ Date _____

COPY READY

The Cay PART 1

Story Words
accuse
depend
refuse
stubborn
wise

Review the story words with your group. Then discuss these questions together.

1. **Analyze Setting** How does wartime influence events in the first part of the story? How does an island setting influence story events?

2. **Analyze Story Elements** Use these questions and the notes on the theme chart to help you identify important parts of the story. Think about how they work together to give clues about the theme, or message, of the story.
   - **Setting** Describe the cay. Use details from the story to support your ideas.
   - **Plot** Tell about two important things that happen to Timothy and Phillip after the *Hato* sinks.
   - **Character** How do Phillip's feelings about Timothy change in the first part of the story?

3. **Visualize** Describe the raft. How does imagining life on the raft help you better understand the characters' actions?

4. BIG Question **Generalize** What makes the island an amazing place to Timothy and Phillip?

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

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Sitti's Secrets
Miss Rumphius
Everest: The Climb, Part 1
The Cay, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character imagine the world? How do these books help readers imagine the world?

2. How does each author help you visualize each amazing place?

3. BIG Question What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

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

Name _____ Date _____

COPY READY

Academic Vocabulary

Story Words

The Cave Explorers

effort (**ef**-urt) *noun*
Effort means hard work. *Climbing up three hundred steps takes a lot of **effort**, but the view at the top is great.*

encouragement (in-**kur**-ij-munt) *noun*
Encouragement means help or support. *I need some **encouragement** to ride the scary roller coaster.*

expedition (ek-spu-**dish**-un) *noun*
An **expedition** is a trip that people take for a reason. *We took a lot of photos on our **expedition** to the forest.*

passage (**pas**-ij) *noun*
A **passage** is a path. *In the woods, we followed a long **passage** that took us to a beautiful pond.*

risky (**ris**-kē) *adjective*
Something **risky** is dangerous. *Crossing the wooden bridge is **risky** because it is old and falling apart.*

The Flying Doctor

anxious (**ank**-shus) *adjective*
If you are **anxious**, you are worried about what will happen. *I always feel **anxious** before I go on a trip to a new place.*

emergency (i-**mur**-jun-cē) *noun*
An **emergency** is a dangerous event that you did not expect. *If you have an **emergency**, you should call for help.*

relief (ri-**lēf**) *noun*
When you feel **relief**, you feel better because something bad has ended. *My family felt **relief** when we found our missing dog.*

service (**sur**-vis) *noun*
A **service** is a group of people who give help. *The park **service** makes sure that the area is safe and clean.*

temporary (tem-puh-**rer**-ē) *adjective*
Something **temporary** lasts for only a short time. *We live in a **temporary** home while they fix the roof at our house.*

Everest: The Climb PART 2

anticipate (an-**ti**-su-pāt) *verb*
When you **anticipate** something, you expect it to happen. *We **anticipate** having a lot of snow this winter.*

confidence (**kon**-fu-dents) *noun*
When you feel **confidence**, you know you can do something. *He has never gone skiing before, but he has a lot of **confidence** that he will do well.*

consequence (**kon**-su-kwents) *noun*
A **consequence** is something that happens because of something else. *The **consequence** for breaking this rule is that you have to stay after school.*

obstacle (**ob**-sti-kul) *noun*
An **obstacle** is something that tries to stop you. *The math test is an **obstacle** he has to face before the weekend.*

purpose (**pur**-pus) *noun*
A **purpose** is a reason for something. *The **purpose** of school is to teach young people.*

The Cay PART 2

accept (ik-**sept**) *verb*
When you **accept** something, you take it. *We hope you **accept** this present we made for you.*

accomplish (u-**kom**-plish) *verb*
When you **accomplish** something, you finish it well. *He can **accomplish** a lot of things if he tries hard.*

convince (kun-**vintz**) *verb*
To **convince** means to make people think the way you do. *We **convince** our parents to take us to the movies.*

dependent (di-**pen**-dunt) *adjective*
When you are **dependent**, you need help from a person or thing. *I am **dependent** on my dad for a ride.*

disappointment (dis-u-**point**-munt) *noun*
Disappointment is a sad feeling you get when something is not as good as you thought it would be. *She feels **disappointment** when her friends break their promises.*

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

Name _____ Date _____

Figurative Language Chart

Story Language

Take notes about your book as you read. You can choose to:

- **write figurative language from the book and tell what it means.**
- **write something from the book and use figurative language to tell about it your own way.**

Figurative Language	Everyday Language

Use your chart to tell a partner about the book.

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

Name _____ Date _____

COPY READY

The Cave Explorers

Review the story words with your group. Then discuss these questions together.

Story Words
effort
expedition
passage
risky
encouragement

1. **Analyze Setting** What problems do the settings cause for Clara and her family?

2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **Everyday Language** Find a simple description in the book.
   - **Figurative Language** Think of a new way that you can describe it using figurative language .

3. **Visualize** Choose a place that Clara and her family visit on their trip. How does picturing how the place looks, feels, smells, and sounds help you understand the way the characters feel about the place?

4. BIG Question **Generalize** Clara and her family learn about natural places and themselves during their expedition. What can people learn from exploring amazing places?

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

Name _____ Date _____

The Flying Doctor

Review the story words with your group. Then discuss these questions together.

Story Words
anxious
emergency
relief
service
temporary

1. **Analyze Setting** How does living in the outback make Randall's emergency more difficult?

2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **Everyday Language** Choose a place or a thing that is described in the book.
   - **Figurative Language** How can you describe it using figurative language?

3. **Visualize** Tell about the flight to the hospital using sensory words that describe how things look, feel, smell, and sound. How does this weather affect what happens to the characters?

4. BIG Question **Generalize** Think about what you learned about the Australian outback from the book. Why is it good to learn about places you have never visited?

COPY READY

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

Name _____ Date _____

COPY READY

Everest: The Climb PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
anticipate
confidence
consequence
obstacle
purpose

1. **Analyze Setting and Plot** Describe the northeast ridge where Nestor and Ethan are trapped. How does this affect the choices that Dom and the team must make?

2. **Explain Figurative Language** Use these questions and the notes on your figurative language chart to discuss the book.
   - **Figurative Language** Choose a place or thing from the book that is described using figurative language.
   - **What It Means** Explain what the description means in your own words.

3. **Visualize** Review page 141. Describe Dom and Nestor's slide down the Col. How does visualizing this experience help you understand what is happening?

4. BIG Question **Generalize** How does learning facts about Everest help you understand the story better?

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

Name _____ Date _____

The Cay PART 2

Review the story words with your group. Then discuss these questions together.

Story Words
accept
accomplish
convince
dependent
disappointment

1. **Analyze Setting and Plot** How does the cay change after the hurricane? How does this affect Phillip's life?

2. **Explain Figurative Language** Use these questions and the notes in your figurative language chart to discuss the book.
   - **What It Means** Choose a place or a thing that is described in the book.
   - **Figurative Language** How can you describe it in a new way, using figurative language?

3. **Visualize** Imagine you are Phillip who "sees" the island by using all of his senses. What can you visualize the most clearly? Explain.

4. BIG Question **Generalize** Phillip learns to "see" the island through Timothy's help. How can people help others learn about other places?

COPY READY

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

Name _____ Date _____

COPY READY

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Cave Explorers
The Flying Doctor
Everest: The Climb, Part 2
The Cay, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these four books help you imagine how people are affected by the land and nature?

2. Choose an amazing place that you read about. Describe how the place looks, sounds, smells, feels, and tastes. How does this help you understand the place better?

3. BIG Question Why is it interesting and useful to read stories set far away from where you live?

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

Name _____ Date _____

Academic Vocabulary

Story Words

Coober Pedy, Australia

comfortable (**cumpf**-tur-bul) ***adjective***
When you are **comfortable**, you are relaxed and can enjoy yourself. *It was hot at the beach, but we were **comfortable** in the shade of a big umbrella.*

discover (dis-**cuv**-ur) ***verb***
To **discover** means to find. *As we enter the cave, we **discover** a lake that we did not know was there.*

fortune (**for**-chun) ***noun***
A **fortune** is something worth a lot of money. *We made a **fortune** by selling crafts at the school fair.*

tough (**tuf**) ***adjective***
Something **tough** is very strong. *A snake has **tough** skin that is very hard to hurt.*

valuable (**val**-yu-bul) ***adjective***
Something **valuable** is very useful or costs a lot. *Water is very **valuable** in the desert because there is so little of it.*

Egypt

consider (cun-**sid**-ur) ***verb***
To **consider** is to believe. *Many people **consider** rainbows to be signs of good luck.*

invent (in-**vent**) ***verb***
To **invent** means to make for the first time. *I wish someone would **invent** shoes that let people fly.*

modern (**mahd**-urn) ***adjective***
Modern means new or recent. *Long ago, all telephones used to have cords, but many **modern** phones do not.*

monument (**mahn**-yu-munt) ***noun***
A **monument** is something built in memory of something else. *The statue of the president is a beautiful **monument**.*

mysterious (mis-**tear**-ē-us) ***adjective***
Something **mysterious** is hard to explain or understand. *I wonder what animal made the **mysterious** tracks in the dirt.*

England

construct (kun-**strukt**) ***verb***
To **construct** means to build. *I like to **construct** large buildings out of plastic bricks.*

industry (**in**-dus-trē) ***noun***
An **industry** is all of the businesses that make one kind of product. *The clothing **industry** includes companies that make socks, shirts, and shoes.*

modern (**mahd**-urn) ***adjective***
Modern means new or recent. *People used to write all mail by hand, but **modern** mail is often written on the computer.*

participate (par-**tis**-u-pāt) ***verb***
To **participate** means to join in. *Every student in our school will **participate** in a parade next weekend.*

valuable (**val**-yu-bul) ***adjective***
Something **valuable** is very useful or costs a lot. *Do you think this old coin is **valuable**?*

South America

decrease (di-**krēs**) ***verb***
When something **decreases,** it becomes smaller in number, amount, or size. *The water in the tank **decreases** when we use some of it to water our garden .*

identify (ī-**den**-tu-fī) ***verb***
When you **identify** something, you tell what it is. *My father can **identify** many kinds of trees just by looking at their leaves.*

observe (ub-**zurv**) ***verb***
To **observe** means to see. *When I look out the classroom window at the field, I **observe** the soccer team practicing.*

original (u-**rij**-u-nul) ***adjective***
Original means first or earliest. I think the ***original** movie is better than the new one that tells the same story.*

support (su-**port**) ***verb***
To **support** means to keep something going. *Both sun and rain **support** the growth of plants in our garden.*

COPY READY

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

COPY READY

Name _____ Date _____

Outline

Main Idea and Details

Use the outline to take notes about your book as you read.

I. _____

A. _____

B. _____

II. _____

A. _____

B. _____

Use your outline to tell a partner about the book.

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

Name _____ Date _____

Coober Pedy, Australia

Story Words
comfortable
discover
fortune
tough
valuable

Review the story words with your group. Then discuss these questions together.

1. **Analyze Text Features** Review Chapter 1, including each sidebar, a text feature that appears on the side of a page. How does this chapter use sidebars to present more information about Coober Pedy?

2. **Analyze Text Features** Why could the Glossary help you feel more at home if you visited Coober Pedy ?

3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about Coober Pedy.
   - **First Main Idea** What is unusual about Coober Pedy?
   - **Supporting Details** Give examples of things you see only in this town.
   - **Second Main Idea and Details** How is living in Coober Pedy like living in any town? What details support your answer?

4. **Visualize** What text details help you visualize how it would look, feel, and sound if you lived in a dugout in Coober Pedy?

5. BIG Question **Generalize** Why might people want to visit Coober Pedy? Why might they want to live there?

COPY READY

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

Name _____ Date _____

COPY READY

Egypt

Story Words
consider
invent
modern
monument
mysterious

Review the story words with your group. Then discuss these questions together.

1. **Analyze Text Features** Using the maps on page 6, explain some of the ways Egypt has changed since 1400 B.C.

2. **Analyze Text Features** How do the photo captions help you gain a better understanding of Egypt? Give examples.

3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about Egypt.
   - **First Main Idea** In one sentence, what kind of land is Egypt?
   - **Supporting Details** How has the Nile River changed since ancient times?
   - **Second Main Idea and Details** How has life in Egypt changed? How has it stayed the same?

4. **Visualize** Using the text, describe how you visualize a part of Egypt. What would you see, hear, and feel there?

5. BIG Question **Generalize** How does Egypt's past help make it an amazing place today?

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

Name _____ Date _____

England: The Land

Review the story words with your group. Then discuss these questions together.

Story Words
construct
industry
modern
participate
valuable

1. **Analyze Text Features** Study the photos and read the captions on pages 14–19. How do the they add to your understanding of English cities?

2. **Analyze Text Features** Study the diagram on page 24. How do the numbered text and the numbered images help you better understand the steam engines of long ago?

3. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about England.
   - **First Main Idea** In one sentence, what important point can you tell about England's geographic regions?
   - **Supporting Details** Where do you find mountains in England? What other landforms will you find there?
   - **Second Main Idea and Details** How has industry changed in England? Give details that support your idea.

4. **Visualize** Reread pages 7–10, and focus on one area. How do sensory details help you visualize the sounds, smells, and even tastes you would experience in that area of England?

5. BIG Question **Generalize** Why is it valuable to study England?

COPY READY

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

Name _____ Date _____

COPY READY

South America

Story Words
decrease
identify
observe
original
support

Review the story words with your group. Then discuss these questions together.

1. **Analyze Text Features** Choose one of the maps in the book, such as on page 6, 19, 51, or 61. Then explain what kind of information it gives about South America.

2. **Determine Main Idea** Use these questions and the notes in the outline to discuss main ideas and details about South America.
   - **First Main Idea** In one sentence, what do you now know about the geography of South America?
   - **Supporting Details** What supporting details can you give to support your main idea?
   - **Second Main Idea and Details** How does the land affect the way people live in South America? Identify details to support your ideas.

3. **Visualize** Choose one of the regions the book, and then use details in the text to describe what you might see, hear, and feel there.

4. BIG Question **Generalize** Why is it important to study an entire continent like South America?

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

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Coober Pedy, Australia
Egypt
England: The Land
South America

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are these distant lands similar to where you live? How are they different?

2. Using sensory details in the text, describe one of the places you read about. What do you see, hear, and feel?

3. BIG Question Why should people know about the places described in these books?

COPY READY

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

Name _____ Date _____

COPY READY

Academic Vocabulary

Story Words

Race to the Pole

detail (**dē**-tāl) *noun*
A **detail** is one part. *You can find the location, date, and other **details** about the party in the invitation.*

extreme (ik-**stēm**) *adjective*
Something **extreme** is to a great degree. *Because of the **extreme** heat, everybody was warned to stay indoors.*

harsh (hahrsh) *adjective*
When something is **harsh**, it is uncomfortable. *The **harsh** glare of the sun made it difficult to see where I was going.*

mound (mound) *noun*
A **mound** is a small hill or heap of dirt or stones. *I planted the seeds and covered them with a small **mound** of dirt.*

overcome (ō-ver-**kum**) *verb*
To **overcome** something is to gain advantage over it. *You will **overcome** your illness with plenty of rest.*

To the Top!

attempt (u-**tempt**) *noun*
An **attempt** is the act of trying. *The batter did not hit the ball, but he made a good **attempt**.*

companion (kum-**pan**-yun) *noun*
A **companion** is someone who goes with another. *I bought one movie ticket for myself and another for my **companion**.*

hesitate (**hez**-i-tāt) *verb*
To **hesitate** is to stop or pause because of uncertainty. *You might **hesitate** before answering a math question while you figure out the correct answer.*

perilous (**pār**-u-lus) *adjective*
Something **perilous** is dangerous. *Traveling over the old bridge is **perilous** because it might collapse.*

plunge (plunj) *verb*
To **plunge** is to leap or dive. *The swimmers will all **plunge** into the water at the start of the race.*

Matthew Henson

accomplishment
(u-**kom**-plish-munt) *noun*
An **accomplishment** is something you finish successfully. *Winning the school's spelling bee was my proudest **accomplishment**.*

awe (aw) *noun*
Awe is a feeling of wonder and amazement. *Standing at the edge of the Grand Canyon filled me with **awe**.*

eventually (i-**ven**-chü-u-lē) *adverb*
Something that happens **eventually** happens slowly over a period of time. *After a lot of studying, I **eventually** improved my grades.*

risk (risk) *verb*
To **risk** something is to expose it to danger. *Firefighters **risk** their lives to save people.*

The Boy Who Conquered Everest

eliminate (**i**-**lim**-u-nāt) *verb*
When you **eliminate** something, you get rid of it. *Breaking the rules will **eliminate** you from the competition.*

qualify (**kwahl**-u-fī) *verb*
When you **qualify** for something, you are fit to do it. *The winning team will **qualify** to play in the championship.*

relieved (ri-**lēvd**) *adjective*
When you are **relieved**, you are freed from a worry. *My parents were **relieved** to hear I was safe.*

terrain (tu-**rān**) *noun*
Terrain is the surface of an area of land. *We needed a jeep to drive over the rocky **terrain**.*

train (trān) *verb*
To **train** for something means to prepare for it. *She **trains** for the race by running every day.*

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

Name _____ Date _____

Visual Information Chart

Visual Information

Use the chart to track information that you gather from images in your book.

I Visualize	I Learn

Use your outline to tell a partner about the book.

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

Name _____ Date _____

COPY READY

Race to the Pole

Story Words
detail
extreme
harsh
mound
overcome

Review the story words with your group. Then discuss these questions together.

1. **Analyze the Profile** Who is this profile about? What interests and goals do these two men share?

2. **Analyze Text Features** Review the chapter headings, as well as the photos and captions. Then answer these questions.
   - **Chapter Headings** What is each chapter about?
   - **Captions** Study the photos and review the captions on page 11 and page 13. What additional information do the captions provide?

3. **Visualize** What details in the text help you visualize what it would be like to explore the South Pole? What would you see, hear, and feel?

4. BIG Question **Generalize** Recall what you have learned about Antarctica. What is amazing about this part of the world?

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

Name _____ Date _____

To the Top!

Review the story words with your group. Then discuss these questions together.

Story Words
attempt
companion
hesitate
perilous
plunge

1. **Analyze the Profile** Who is this profile about? What interests and goals do these two men share?

2. **Analyze Text Features** Review the maps, chapter headings, and photos. Then answer these questions.
   - **Maps** Look at the map on page 7. What information does it provide?
   - **Chapter Headings** What is each chapter about?
   - **Photos** Study the photos on page 12 and page 25. What information does each one add to the text?

3. **Visualize** What details in the text help you visualize what it would be like to climb Mount Everest? What would you see, hear, and feel?

4. BIG Question **Generalize** What are three reasons that Mount Everest is an amazing place?

COPY READY

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

Name _____ Date _____

COPY READY

Matthew Henson

Story Words
accomplishment
awe
eventually
risk

Review the story words with your group. Then discuss these questions together.

1. **Analyze the Profile** Who is this profile about? What were his dreams and goals?

2. **Analyze Text Features** Review the maps, the sidebars, and the time line. Then answer these questions.
   - **Maps** What information does the map on page 15 provide?
   - **Sidebars** Reread the sidebar at the top of page 16? How does this information add to your understanding of the text?
   - **Time Line** Study the time line on page 44. How are the facts organized? How does this help you review the information in the text?

3. **Visualize** Choose one of the amazing places that Henson explored. What details in the text help you picture it in your mind? What do you see, hear, smell, and feel?

4. BIG Question **Generalize** What is amazing about the places that Matt Henson explored?

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

Name _____ Date _____

The Boy Who Conquered Everest

Story Words
eliminate
qualify
relieved
terrain
train

Review the story words with your group. Then discuss these questions together.

1. **Analyze the Profile** Who is this profile about? What are his dreams and goals?
2. **Analyze Text Features** Review the text features, such as the maps, the different kinds of type, and the photos and collages. Then answer these questions.
   - **Maps** What information does the map on page 7 provide?
   - **Type** Describe the different kinds of type on page 8 and 9 and the way that each kind of type is used. How does this help you better understand the text?
   - **Photos and Collages** Look at the images on pages 12 and 13. What do you see in this collage? What information do the images help you explain?
3. **Visualize** Choose one of the seven summits described in the book. How does picturing this setting help you better understand the text?
4. BIG Question **Generalize** What is amazing about the places that Jordan explored and how he did it?

COPY READY

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

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Take notes as you listen.

Race to the Pole
To the Top!
Matthew Henson
The Boy Who Conquered Everest

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are the explorations of these amazing places similar? How are they different?

2. Using sensory details in the text, describe one of the places you read about. What do you see, hear, and feel?

3. BIG Question Why should people learn about the exploration of extreme, amazing places?

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

COPY READY

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

Speaking and Listening Observation Log

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Speaking and Listening Standards	Student Name
Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions with diverse partners *on grade 4 topics and texts,* building on others' ideas and expressing their own clearly.	
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. Follow agreed-upon rules for discussions and carry out assigned roles.	
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
3. Identify the reasons and evidence a speaker provides to support particular points.	

COPY READY

COPY READY

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

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?

	Reading Strategy Rubrics		
	Plan and Monitor 4 3 2 1	**Make Connections** 4 3 2 1	**Visualize** 4 3 2 1
	• *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 the meaning become clear to you?*	• *Did you read anything in the book that connects to your life? What was that, and how does it connect?* • *Did you read anything that reminded you of something else you read? What was that, and how does it connect?* • *Did you read anything you already knew about in the world around you? What was that, and how does it connect?*	• *Was there a part of the book that made you visualize (see pictures in your mind)?* • *How did this help you understand what you were reading?* • *Are there particular words that helped you visualize?*
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	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.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	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.
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.	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.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not make connections with the text.	Does not describe mental images related to the text.

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

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

	Reading Strategy Rubrics			
	Ask Questions 4 3 2 1	**Make Inferences** 4 3 2 1	**Determine Importance** 4 3 2 1	**Synthesize** 4 3 2 1
	• *What questions did you have when you were reading?* • *Did you find answers to the questions?* • *Can you tell me some examples of these kinds of questions and what you learned?*	• *Did you infer, or figure out, something in the book that was not stated directly?* • *Were there details in the book that helped you figure this out?* • *What did you already know about those details that helped you make this inference?*	• *What is an important idea in the book you chose?* • *Why do you think that is important?* • *How would you summarize this book for someone who has not read it?*	• *Tell me about the book you read. What about the book can you generalize, or say is true most of the time?* • *What can you conclude from these parts?* • *Based on this book and what you know about (topic), what do you think is probably true about (topic)?*
4	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.	Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3	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.	Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2	Asks only literal questions.	Makes inferences that are inaccurate or unsubstantiated.	Attempts to identify and summarize important ideas, but is inaccurate.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1	Does not ask questions or asks irrelevant questions.	Does not attempt to make inferences.	Cannot identify an important idea.	Does not draw a conclusion or make a generalization about the text.

COPY READY

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

COPY READY

Name _____ Date _____

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:

_____

_____

_____

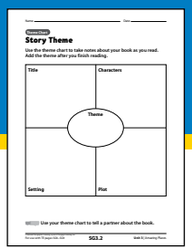
_____

This book was: ☐ easy ☐ about right ☐ hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: ☐ about this topic ☐ by this author

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


Story Theme
Use the theme chart to take notes about your book as you read. Add the theme after you finish reading.
Title
Characters
Theme
Setting
Plot
Use your theme chart to tell a partner about the book.
SG3.2

Practice Master SG3.2

Theme Chart

Practice Master SG3.2

BL Sitti's Secrets

Title
Sitti's Secrets

Characters
- Sitti
- Mona
- Mona's father
- Mona's cousins
- Sitti's neighbors

People who live in different countries can be connected in many ways.

- Mona's home in the U.S.A.
- Sitti's home in a village in the Middle East

Setting

Mona visits her grandmother, Sitti, in the Middle East. Back in the U.S., she writes to the President to tell him about Sitti and lets him know that she and Sitti both want peace.

Plot

BL Miss Rumphius

Title
Miss Rumphius

Characters
- Miss Alice Rumphius
- her grandfather
- Bapa Raja
- Miss Rumphius's nephew, the narrator

Every person can make the world a better place.

- Miss Rumphius's home by the sea
- her grandfather's home
- exotic places around the world

Setting

Miss Rumphius wants to travel, live by the sea, and make the world a better place. She accomplishes her first two goals and does the third by planting lupine flowers all over her city.

Plot

OL Everest: The Climb*

Title
Everest: The Climb

Characters
- Dominic
- Tilt
- Perry
- Sammi
- Cap Cicero
- Ethan Zane
- Nesto

People must make difficult choices to reach their dreams.

- Nepal
- Mount Everest

Setting

Dominic, Tilt, Perry, and Sammi are eager to climb Mount Everest. They conquer many difficulties, but they must give up their dream to save a friend's life.

Plot

* Possible responses for Part 1 and Part 2 of the book are shown.

AL The Cay*

Title
The Cay

Characters
- Phillip
- Timothy
- Stew Cat
- Phillip's parents
- sailors

Learning from others can change the way you see the world.

- Curaçao
- Devil's Mouth, a cay in the Caribbean Sea

Setting

Phillip and Timothy are stranded on a cay. Timothy teaches blind Phillip how to survive, and the two become friends. Timothy dies in a hurricane, but Phillip survives until he is rescued.

Plot

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL *Sitti's Secrets*

Practice Master SG3.3

1. **Describe Setting** Sitti's home is in a rural village in the Middle East. From her roof, she sees a lentil field and a road where neighbors pass.
2. **Identify Theme** People come from different cultures, but they all want happiness and peace.
   - **Character** Although Mona and her cousin speak different languages, they can play games and have fun together.
   - **Setting** Mona can see their everyday lives and understand that they are like her in many ways.
   - **Plot** Mona is worried about Sitti. She wants the president to know that people in the Middle East want peace.
3. **Visualize** Mona says that Sitti's voice "danced as high as the whistles of birds." This shows that Sitti has a pleasant, musical voice.
4. **Generalize** Visiting the Middle East helps Mona imagine the world. Mona writes to the president to help him imagine and understand Sitti's life and dreams too.

BL *Miss Rumphius*

Practice Master SG3.4

1. **Describe Setting** The main setting is Miss Rumphius's small house in a town by the sea.
2. **Analyze Setting** Miss Rumphius grew up seeing her grandfather's artwork and hearing his stories about faraway places. They made her curious about the world.
3. **Identify Theme** One person can make the world more beautiful.
   - **Character** She must make the world more beautiful.
   - **Plot** Miss Rumphius visits faraway places, lives by the sea, and plants beautiful flowers.
   - **Setting** Miss Rumphius visits a tropical island, climbs a snowy mountain, and hikes through jungles and deserts. The beauty of faraway places makes her want to make her world more beautiful.
4. **Visualize** (Encourage students to relate the sensory descriptions to their personal experiences.)
5. **Generalize** Miss Rumphius's grandfather's stories, books, and visiting faraway places help her imagine the world. She adds beauty to the world to help others see how special the world is.

OL *Everest: The Climb* PART 1

Practice Master SG3.5

1. **Analyze Setting** ABC is a crowded stopping-point for climbers who are preparing to climb Everest. It is close to many dangerous crevasses.
2. **Analyze Story Elements**
   - **Setting** The team visits the temple in Nepal, Base Camp, the Cwm, and the icefall.
   - **Plot** Dom gets HAPE and must recover in the hospital while the team advances. He gets the chance to work with experienced sherpas as they carry supplies up the icefall.
   - **Character** Dom respects the power of the mountain and takes the advice of others seriously. He makes good, calm decisions under difficult situations. He is stronger than many experienced climbers.
3. **Visualize** (Encourage students to look for sensory details in the text that help them visualize the experience.)
4. **Generalize** On Mount Everest, altitude change can be deadly. Weather changes quickly. There is a threat of avalanches.

AL *The Cay* PART 1

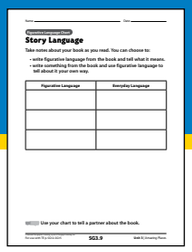
Practice Master SG3.6

1. **Analyze Setting** Phillip's mother sends him away to safety because of the war, but his boat is torpedoed. Phillip and Timothy are stranded on the island, so they must work together to survive.
2. **Analyze Story Elements**
   - **Setting** The cay is a small, deserted island in the Caribbean. There is no water, but there are coconut trees.
   - **Plot** Phillip goes blind. Phillip and Timothy reach the cay. Phillip saves Timothy during a malaria attack.
   - **Character** At first, Phillip is prejudiced against Timothy. Later, Phillip realizes how much Timothy has helped him, and the two become friends.
3. **Visualize** The raft is small with oil barrel floats. Timothy builds a tent to protect them from the sun. Imagining life on the raft shows how desperate their situation is and how important it is to get to land.
4. **Generalize** Phillip can only see the island through Timothy's eyes. The island gives them challenges like working together to find food, water, and shelter.

Connect Across Texts

Practice Master SG3.7

1. Sitti learns about amazing places by visiting a new place; Miss Rumphius learns by traveling; Dom learns by experiencing a mountain he had only imagined; Phillip learns by seeing the cay through Timothy's eyes. These books show readers places around the world that they may never see.
2. The authors use sensory details to describe each setting so that readers experience each place the way a character would.
3. Each book describes an unfamiliar setting. The books are set in different parts of the world. The authors' descriptions about the landscapes, the people, and the cultures help to show that each place is amazing.


Story Language

Take notes about your book as you read. You can choose to:

- write figurative language from the book and tell what it means.
- write something from the book and use figurative language to tell about it your own way.

Figurative Language	Everyday Language

Use your chart to tell a partner about the book.

SG3.9

Practice Master SG3.9

Figurative Language Chart

Practice Master SG3.9

BL The Cave Explorers

Figurative Language	Everyday Language
This is going to be a huge party!	"It's going to be fun." (page 6)
We looked around in wonder like kids in a candy shop.	"Everyone looked around in wonder." (page 26)

BL The Flying Doctor

Figurative Language	Everyday Language
Being outside was as hot as being in a hot oven.	"The weather was so hot" (page 5)
His dad stood over him like a protective mother hen.	"He could tell his dad was worried." (page 9)

OL Everest: The Climb*

Figurative Language	Everyday Language
"His universe consisted of a single rope." (page 86)	All that mattered to him was holding onto the rope.
"Dominic could barely believe his ears." (page 105)	Dominic could not believe what he heard.

* Possible responses for Part 1 and Part 2 of the book are shown.

AL The Cay*

Figurative Language	Everyday Language
"The rain sounded like bullets hitting . . . the roof." (page 73)	The rain made loud noises when it fell on the roof.
"His breath was like air from a furnace." (page 89)	His breath felt hot.

* Possible responses for Part 1 and Part 2 of the book are shown.

Discussion Guides

Analyze Books

BL *The Cave Explorers* — Practice Master SG3.10

1. **Analyze Setting** Clara's father has to face his fear of heights when the team climbs the cliffs at Bear Cave. Clara has to face her fear of being lowered into Harmony Cave.
2. **Explain Figurative Language** (See page SG62 for possible responses.
   - **Everyday Language** (Students should focus on simple descriptions of places or feelings.)
   - **Figurative Language** (Students should use figurative language such as idioms, similes, and metaphors to retell.)
3. **Visualize** (Encourage students to use sensory details to describe one of the caves, the cliff, or the camp site and how the characters feel in that place
4. **Generalize** We can learn about people who lived in places long ago, such as the Paleo-Indians who left tools and other clues about their lives in Bear Cave.

BL *The Flying Doctor* — Practice Master SG3.11

1. **Analyze Setting** There are no doctors nearby. So they have to call the Royal Doctor Flying Service.
2. **Explain Figurative Language** (See page SG62 for possible responses.)
   - **Everyday Language** (Students should focus on simple descriptions of places or feelings.)
   - **Figurative Language** (Students should use figurative language such as idioms, similes, and metaphors to retell the descriptions.)
3. **Visualize** (Encourage students to use sensory details to describe the flight from the points of view of both Deb and Randall. They should emphasize how the powerful storm made the trip more dangerous and rushed.)
4. **Generalize** We can learn about physical characteristics of new places, visit unusual settings, and understand the everyday lives of people who live there.

OL *The Climb* PART 2 — Practice Master SG3.12

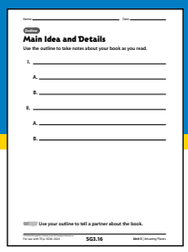
1. **Analyze Setting and Plot** The northeast ridge is in the Death Zone with little oxygen. The ground is unsteady and the ridge is steep. The team must decide how to get Ethan and Nestor down safely.
2. **Explain Figurative Language** (See page SG62 for possible responses.)
   - **Everyday Language** (Students should focus on simple descriptions of places or feelings.)
   - **Figurative Language** (Students should use figurative language such as idioms, similes, and metaphors to retell the descriptions.)
3. **Visualize** (Encourage students to use sensory details to describe the slide. They should say it helps them appreciate the danger and the difficult choice that Dom makes.)
4. **Generalize** Learning facts about Everest helps the reader understand the dangerous situations and the risk involved in the team's climb.

AL *The Cay* PART 2 — Practice Master SG3.13

1. **Analyze Setting and Plot** The hurricane destroys the hut, water catchment, and signal fire. Phillip has to rebuild all these things on his own in order to survive.
2. **Explain Figurative Language** (See page SG62 for possible responses.)
   - **Everyday Language** (Students should focus on simple descriptions of places or feelings.)
   - **Figurative Language** (Students should use figurative language such as idioms, similes, and metaphors to retell the descriptions.)
3. **Visualize** (Encourage students to use sensory details to describe an object or setting. They may find it easiest to visualize a place that Phillip describes thoroughly, such as the fishing hole.)
4. **Generalize** People can learn about new places by listening to descriptions by others who have been there in the same way that Phillip learns about the island by listening to Timothy.

Connect Across Texts — Practice Master SG3.14

1. Students should identify important geographic settings in each novel. In *The Cave Explorers*, a family learns about caves and mountains, including how to explore them safely. In *The Flying Doctor*, a boy who lives far from hospitals is helped by an unusual plane service. In *Everest: The Climb*, the harsh environment constantly puts the team in danger. In *The Cay*, Phillip and Timothy are at the mercy of the island and the power of the hurricane.
2. (Encourage students to use sensory adjectives to describe a place from the book they read, and then use those adjectives in sentences that help others visualize how the places look, sound, smell, feel, and taste.)
3. Reading about other places helps you imagine what other parts of the world are like. It also shows how people live and the everyday challenges that they face because of their locations.



Practice Master SG3.16

Theme Chart

Practice Master SG3.16

BL Coober Pedy, Australia

Main Idea and Details

I. Coober Pedy is located in an unusual place: the dry, far away Australian outback.

A. Opals attracted people to move there.

B. Homes are underground dugouts.

II. Some things in Coober Pedy happen pretty much the same way there as anywhere else.

A. Students from many different cultures go to school together.

B. Tourists like to visit the town to see the opals, the land, and the mines.

BL Egypt

Main Idea and Details

I. The Nile River has always been important to people in Egypt.

A. The Nile used to flood every year.

B. Now there are dams that help people use the water throughout the year.

II. Many things have changed in Egypt.

A. Homes in ancient Egypt were made from mud bricks and straw and many people shaved their heads.

B. Many people in modern Egypt live in new buildings, and few people shave their heads.

OL England

Main Idea and Details

I. England has many landforms, from mountains to flat lands.

A. The Pennine Mountains and the Cumbrian Mountains are in the north.

B. There are also downs, moors, and fens.

II. Industry in England has changed from fishing and agriculture to manufacturing.

A. Fish and agriculture used to be England's main activity.

B. Then industries, like textiles, became more important. Today, just 2 percent of people work in agriculture and fishing.

AL South America

Main Idea and Details

I. South America is divided into four geographic regions.

A. The Andes Mountains run from north to south and included hot and cold climates.

B. The Amazon Rain Forest in the north is threatened by human destruction and increased worldwide temperatures.

II. The way people live is South America is greatly influenced by the geography.

A. People have adapted to the low oxygen levels of the high Andes.

B. In the dry Pampas, many people work cattle ranches.

Discussion Guides

Analyze Books

BL *Coober Pedy*

Practice Master SG3.17

1. **Analyze Text Features** Sidebars give more information about topics such as Australian seasons, slang, and music.
2. **Analyze Text Features** The glossary defines Australian slang and special words. Ask students to discuss examples.
3. **Determine Main Idea**
   - **First Main Idea** Coober Pedy is located in an unusual place: the dry, far away Australian outback.
   - **Supporting Details** Opals attracted people to move there; people live in underground dugouts.
   - **Second Main Idea and Details** Some things happen the same way there as anywhere else. There are schools, festivals, and some crime.
4. **Visualize** Encourage students to use sensory details to describe what it would be like to live in an underground home.
5. **Generalize** People might want to visit to see the unusual homes and mines. People might want to live there to try to find opals and to live away from a big city.

BL *Egypt*

Practice Master SG3.18

1. **Analyze Text Features** Egypt now extends farther west (into the Sahara) and east (Sinai Peninsula) but not as far south. It has more cities today, including Cairo, Suez, and Aswan.
2. **Analyze Text Features** The captions give important information about pyramids, papyrus, and other parts of Egyptian culture.
3. **Determine Main Idea**
   - **First Main Idea** Most of Egypt is desert, but the Nile River flows through this dry region.
   - **Supporting Details** The Nile used to flood every year, but dams now keep this from happening.
   - **Second Main Idea and Details** Many things have changed in Egypt, but some things have stayed the same. Homes, clothing, school, and food have changed.
4. **Visualize** Encourage students to use sensory details to describe a part of ancient or modern Egypt.
5. **Generalize** Egypt's rich past makes it an amazing place today. People around the world are fascinated by the ancient history of this country.

OL *England*

Practice Master SG3.19

1. **Analyze Text Features** The photos and captions give more information about the buildings, the history, and the people of each city.
2. **Analyze Text Features** Each numbered statement helps identify a specific part of the engine and explain how it works.
3. **Determine Main Idea**
   - **First Main Idea** England includes mountains, low hills, and flat lands.
   - **Supporting Details** The Pennine Mountains and the Cumbrian Mountains are in the North. There are also downs, moors, and fens.
   - **Second Main Idea and Details** Industry in England has changed from fishing and agriculture to manufacturing. Industries like textiles have become more important; today just 2 percent of people work in agriculture and fishing.
4. **Visualize** Have students use details in the text to describe what they could see, feel, and hear in an area of England. (Example: *I feel the "spongy material" of the moor.*)
5. **Generalize** England has played an important role in history. The English language is spoken in many countries around the world. There are many similarities between life in England and life in other places.

AL *South America*

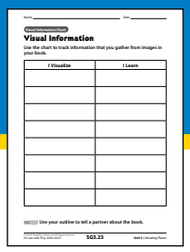
Practice Master SG3.20

1. **Analyze Text Features** Students' interpretations should reflect that each map has a specific purpose, such as to show variations in temperature or to identify the locations and heights of mountains.
2. **Determine Main Idea**
   - **First Main Idea** South America's geography consists of four major regions, each with a different environment.
   - **Supporting Details** The Andes are mountainous. The Amazon region has humid, valuable rain forests. The Pampas region has flat grassland. The coastal region includes the Atacama Desert and Patagonia.
   - **Second Main Idea and Details** People have adapted to live in different geographic areas. For example, people in the Andes have adapted to the lower oxygen levels there.
3. **Visualize** Have students use details in the text to tell what they might see, feel, and hear in one region of South America. (Example: *In the Amazon rain forest, I feel the humidity and hear the call of a toucan.*)
4. **Generalize** Studying a continent helps us understand how differences in geography affect people and the future.

Connect Across Texts

Practice Master SG3.21

1. Students should compare and contrast each place with their own homes. Coober Pedy is unusual because people live in underground homes. Egypt is drier than many places, and many people live near the Nile River. People live in a variety of places in England, from large cities to rural areas. South America has a wide range of climates, from hot in the Atacama Desert to cold in Patagonia.
2. Encourage students to use sensory details in the text to describe a specific city or region they read about.
3. Each book describes an unfamiliar setting. Learning about these places helps you understand how people adapt to different areas, how places change, and ways to prevent natural areas from being destroyed.



Practice Master SG3.23

Visual Information Chart

Practice Master SG3.23

BL Race to the Pole

I Visualize	I Learn
Students should list sensory details in the text. Example: I picture huge chunks of floating ice.	Students should tell what this helps them understand. Example: It was dangerous to sail to Antarctica.
I hear and picture one of Scott's motor sleds falling through the ice.	It was better to travel with sled dogs than on motor sleds. Scott had not made a good decision.

BL To the Top!

I Visualize	I Learn
Students should list sensory details in the text. Example: I picture falling snow, hear an angry wind, and feel the bitter cold.	Students should tell what this helps them understand. Example: The journey is going to be difficult.
I picture a mountain that is higher even than the clouds.	The explorers must climb a great distance.

OL Matthew Henson

I Visualize	I Learn
Students should list sensory details in the text. Example: I hear the sound of barking seals and picture polar bears.	Students should tell what this helps them understand. Example: Arctic animals were very different from farm animals back home.
I picture Matt staring at icebergs as big as houses.	It was exciting to explore such an amazing place.

AL The Boy Who Conquered Everest

I Visualize	I Learn
Students should list sensory details in the text. Example: I picture Jordan doing strength training by pulling a tire up and down a dirt road. I feel the weight of his heavy backpack.	Students should tell what this helps them understand. Example: He must have been very serious about achieving his goal, because he worked so hard to train for it. All that mattered to him was holding onto the rope.
I hear Jordan saying hello in Swahili to climbers on Kilimanjaro.	By exploring places, he also got to meet people all over the world.

Discussion Guides

Analyze Books

BL *Race to the Pole*

Practice Master SG3.24

1. **Analyze the Profile** This is a profile of Roald Amundsen and Robert Scott. Both were interested in polar exploration.
2. **Analyze Text Features**
   - **Chapter Headings** Chapter 1 gives geographic information about the South Pole. Chapter 2 profiles the two explorers, Roald Amundsen and Robert Scott. Chapter 3 tells about how the men prepared to explore the South Pole. Chapter 4 tells about the race, who succeeded and who did not. Chapter 5 tells about the heroic return of Amundsen's team and the tragic deaths of Scott's team. Chapter 6 tells about Antarctica as a place that people still explore.
   - **Photos and Captions** The captions tell readers who/which team is in the photo.
3. **Visualize** Possible response: It is freezing cold and covered in white for as far as the eye can see. Sometimes, I can hear the howling of the winds. Other times, I can hear penguins diving into the water. I can smell the sea.
4. **Generalize** This once isolated place now has people living and working on it. Tourists visit it from around the world.

BL *To the Top!*

Practice Master SG3.25

1. **Analyze the Profile** This is a profile of Edmund Hillary and Tensing Norgay. Both had a dream of being the first to reach the top of Mount Everest, the world's highest mountain.
2. **Analyze Text Features**
   - **Maps** It shows where Mount Everest is located and how high it is in relation to the other mountains.
   - **Chapter Headings** Students should identify the main idea and a few supporting details for each chapter.
   - **Photos** Page 12 shows the Sherpas who were important to the journey's success. It adds information about their dress and how they carry supplies in the mountainous region. Page 25 shows how scary the mountain is.
3. **Visualize** Possible response: When I look up, all I see are clouds. The ice on the mountain reflects the sun and is blinding. I hear other climbers chipping into the ice.
4. **Generalize** Responses will vary. Example: People feel as if they can see the whole world from Everest.

OL *Matthew Henson*

Practice Master SG3.26

1. **Analyze the Profile** This is a profile of explorer Matthew Henson, who was part of the Peary expedition to the North Pole. He wanted to sail around the world.
2. **Analyze Text Features**
   - **Maps** It shows Greenland and the North Pole. The inset, or smaller map, shows where Greenland is in relation to Canada and the U.S. This helps show that explorers had to go through Greenland to reach the North Pole.
   - **Sidebars** The author presents the facts by comparing what Amundsen and his team did with what Scott and his team did.
   - **Time Line** The facts about Matthew Henson are organized in time order from his birth to his death. This helps to summarize the important events in sequence.
3. **Visualize** Students should be able to locate details in the text that helped them visualize the setting.
4. **Generalize** What is amazing about the Arctic region are the massive walls of ice, such as pressure ridges that can be five-stories high.

AL *The Boy Who Conquered Everest*

Practice Master SG3.27

1. **Analyze the Profile** This is a profile of Jordan Romero, a boy inspired by a mural to climb the seven summits of the world.
2. **Analyze Text Features**
   - **Maps** The map shows the locations of the seven summits. It helps me understand how ambitious Jordan's goal was and why it would take years to achieve it.
   - **Type** The type that looks like it's from a computer is used to tell Jordan's story. The type that looks like handwriting is Jordan, telling his own story. The type in speech bubbles helps make a cartoon.
   - **Second Main Idea and Details** Some things happen the same way there as anywhere else. There are schools, festivals, and some crime.
3. **Visualize** Students should be able to locate details in the text that helped them visualize the setting.
4. **Generalize** The summits are amazing because they are the highest places on earth. It was amazing for a young boy to visit each continent and climb them.

Connect Across Texts

Practice Master SG3.28

1. Students should compare and contrast the explorers they have read about. Examples: Scott and Amundsen both raced to the South Pole, but Amundsen triumphed as a hero, while Scott died tragically. Norgay and Hillary saved each other's lives because of their teamwork. Henson and Romero lived more than a century apart, but both refused to be limited by others' expectations.
2. Encourage students to use sensory details in the text to describe the specific place or places they read about.
3. Learning about the exploration of amazing, extreme places helps you understand how people can achieve extremely challenging goals.

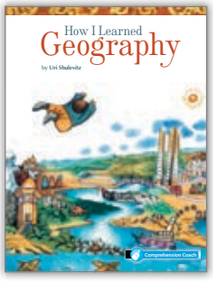
Unit 3 Independent Reading

Fiction & Nonfiction

Leveled Book Finder
NGReach.com

Recommended Books

	Fiction About Geography	Nonfiction About Geography
BL	Cole, Joanna. ***Polar Bear Patrol (Magic School Bus Chapter Book, Number 13).*** Scholastic Paperbacks, 2003. Say, Allen. ***Erika-San.*** Houghton Mifflin Books for Children, 2009. Schuett, Stacey. ***Somewhere in the World Right Now.*** Alfred A. Knopf, 1995. Wildsmith, Brian. ***Come With Me: Poems for a Journey.*** Greenwillow Books, 2000.	Aloian, Molly. ***A Rainforest Habitat.*** Crabtree Publishing Company, 2006. Baylor, Byrd. ***The Desert Is Theirs.*** Aladdin, 1987. Chanek, Sherilin. ***Antarctica: Ice-Covered Continent.*** National Geographic, 1999. Fowler, Allan. ***Living in a Desert.*** Children's Press, 2000.
BL	Diakite, Penda. ***I Lost My Tooth in Africa.*** Scholastic, 2006. Sachar, Louis. ***Holes.*** Farrar, Straus, and Giroux, 1999. NEWBERY MEDAL BOOK Scieszka, Jon. ***Marco? Polo!*** Viking, 2008. Ullman, James Ramsey. ***Banner in the Sky.*** 1955. Reprint: HarperCollins Publishers, 2000. NEWBERY MEDAL BOOK	Hawes, Allison. ***Extreme Places: Could You Live Here?*** Crabtree Publishing, 2010. Johnson, Rebecca L. ***Journeying into Rain Forests.*** National Geographic, 2003. Kalman, Bobbie. ***Explore Earth's Seven Continents.*** Crabtree, 2010. Tull, Mary. ***Mountains.*** National Geographic, 2003.
OL	de Saint Exupéry, Antoine. ***The Little Prince.*** 1943. Reprint: Houghton Mifflin Harcourt, 2000 COMMON CORE EXEMPLAR Farmer, Nancy. ***A Girl Named Disaster.*** Puffin, 1998. NEWBERY HONOR BOOK Hesse, Karen. ***The Wanderer.*** HarperCollins, 2002. NEWBERY HONOR BOOK COMMON CORE EXEMPLAR Lin, Grace. ***Where the Mountain Meets the Moon.*** Little, Brown Books for Young Readers, 2009. NEWBERY HONOR BOOK COMMON CORE EXEMPLAR	Gill, Shelley. ***Adventure at the Bottom of the World, Adventure at the Top of the World.*** Sasquatch Books, 2002. Johnson, Susan L. ***Surviving Volcanoes and Glaciers.*** National Geographic, 2003. McCurdy, Michael. ***Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure.*** Walker Books for Young Readers, 2002. Osborne, Will. Osborne, Mary Pope. ***Rain Forests (Magic Tree House Research Guide).*** Random House Books for Young Readers, 2001.
AL	George, Jean Craighead. ***One Day in the Tropical Rainforest.*** HarperCollins, 1995. Nye, Naomi Shihab. ***Habibi.*** Simon & Schuster, 1999. Sis, Peter. ***Tibet Through the Red Box.*** Frances Foster Books, 1998. Wyss, Johann David. ***Swiss Family Robinson (abridged).*** Sterling, 2007.	Gibbons, Gail. ***Nature's Green Umbrella: Tropical Rain Forests.*** HarperCollins, 1997. Jenkins, Steve. ***Hottest, Coldest, Highest, Deepest.*** Sandpiper, 2004. Jenkins, Steve. ***The Top of the World: Climbing Mount Everest.*** Sandpiper, 2002. Simon, Seymour. ***Icebergs and Glaciers.*** HarperCollins, 1999.



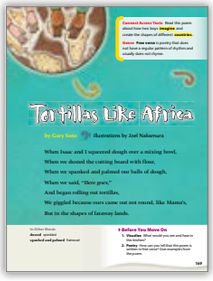
Author Study: Uri Shulevitz

Dawn. Farrar, Straus and Giroux, 1988.

The Travels of Benjamin of Tudela. Farrar, Straus and Giroux, 2005.

The Treasure. Farrar, Straus and Giroux, 1986.

What Is a Wise Bird Like You Doing in a Silly Tale Like This? Farrar, Straus and Giroux, 2000.



Author Study: Gary Soto

Chato's Kitchen. Penguin, 1994.

Help Wanted. HMH Children's Paperback, 2010.

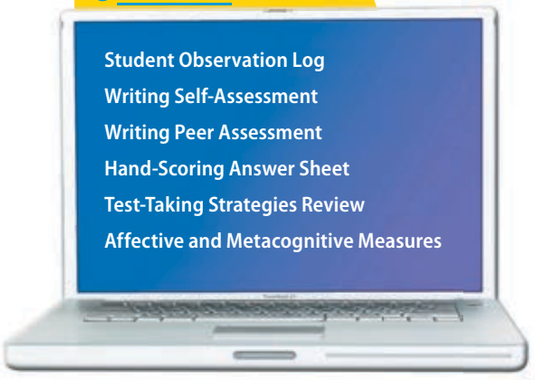
Local News. Houghton Mifflin Harcourt, 2003.

Too Many Tamales. Putnam Juvenile, 1996.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A3.4	Comprehension: Theme	RT3.1
Vocabulary Test	A3.6	Comprehension: Visualize	RT3.2
Writing, Revising, and Editing Test	A3.8	Writing Trait: Fluency	RT3.3
Week 2			
Reading Comprehension Test	A3.10	Comprehension: Figurative Language	RT3.4
Vocabulary Test	A3.13	Comprehension: Elements of Poetry	RT3.5
Writing, Revising, and Editing Test	A3.14	Comprehension: Visualize	RT3.6
		Writing Trait: Word Choice	RT3.7
Week 3			
Reading Comprehension Test	A3.16	Comprehension: Main Idea and Details	RT3.8
Vocabulary Test	A3.18	Comprehension: Visualize	RT3.9
Writing, Revising, and Editing Test	A3.20		
Week 4		Comprehension: Interpret Visuals	RT3.10
Reading Comprehension Unit Test	A3.23	Comprehension: Explain Text	RT3.11
Vocabulary Unit Test	A3.29	Comprehension: Visualize	RT3.12
Writing, Revising, and Editing Unit Test	A3.31	Writing Trait: Ideas	RT3.13
		(Also see prior weeks.)	
Oral Reading Assessment	A3.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A3.35		
Class Profile: Weekly and Unit Assessments	A3.37		
Student Profile: Strengths and Needs Summary	A3.38		
Writing Rubric	A3.39		
Research Project Rubric	A3.40		
Unit Self-Assessment	A3.41		
Answer Keys and Rubrics	A3.42		
Small Group Reading Assessments	SG3.29–SG3.32		
Speaking and Listening Observation Log	SG3.29		
Reading Strategy Assessment	SG3.30		
Reader Reflection	SG3.32		

Online Assessment Resources
NGReach.com



Name _____ Date _____

Oral Reading Assessment

Unit 3

Sara and George could not believe their eyes. They had	10
been driving around France for the summer and had seen some	21
interesting sights—but nothing like this. The village of Carnac	31
was amazing. Mom slowed the car so everyone could have a	42
better look. There were hundreds of huge stones standing upright	52
in a field. The stones looked like giant soldiers marching in lines,	64
or rows of rockets ready to lift off.	72
In the next field, they saw even bigger stones that were set	84
up like a table. There were two tall stones, like table legs, and	97
a slab of stone resting on top. Sara and George could not help	110
but wonder. They knew these stones had been in Carnac since	121
prehistoric times, but who had moved all these huge stones? They	132
must weigh tons and must have taken hundreds of people to lift	144
them. Why were they placed in these strange arrangements?	153
Mom parked the car, and Sara and George raced ahead to	164
the big stone table. When they got close, they saw that the table	177
had an entryway. Even though there wasn't much light, as they	188
climbed through and walked down a dark tunnel to a little room,	200
they could see figures and symbols carved on the walls. One of	212
the carvings looked like an animal, another like an ax.	222
Sara and George began to imagine themselves living	230
thousands of years ago. What was each day like? Just then, a	242
guide came up to answer their questions. The guide smiled at	253
their curiosity. She could answer almost every question, but she	263
could not answer why the stones were arranged in the fields the	275
way they were. "It is a mystery," she admitted. "No one knows	287
why. We will just have to imagine."	294

COPY READY

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

Oral Reading Assessment

Name _____ Date _____

Unit 3

Accuracy and Rate

_____	–	_____	=	_____
words attempted in one minute		number of errors		words correct per minute (wcpm)

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Oral Reading Fluency Rubrics

	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	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.	Reads with appropriate feeling for most content.
2	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.	Reads with appropriate feeling for some content.
1	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.	Does not read with feeling.

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

Name _____ Date _____

Oral Reading Assessment

Unit 3

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:

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.

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

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 1

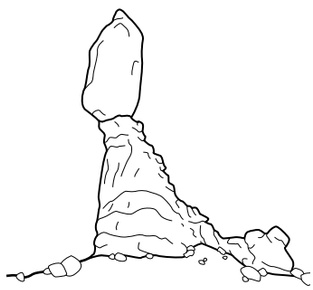
Directions: Read the story. Then answer the questions about the story.

Trip to a Rocky Park

"A park full of rocks?" Lisa groaned as her father announced the family's vacation plans. Lisa worked hard at school all year. During the summer, she liked to visit her cousins who lived by the sea, or do something adventurous, like go down a river in a raft. The thought of staring at boring, gray lumps on the ground for a whole week did not seem very exciting.

That weekend, Lisa's family piled into the car packed with camping and hiking equipment and started the long drive west. After riding all night, Lisa woke up the next morning at the park. She took one look out the window, and her mouth fell open. She could not believe what she saw.

The boring, gray lumps that she expected were beautiful works of art. Many of them were huge. Some were as tall and skinny as telephone poles. Others were wider and looked like fences. Some looked like they would surely fall over at any minute. There were arches big enough to walk through. The rock formations had unusual colors that she had never seen before.



GO ON

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

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 1

Lisa learned how seas covered the park millions of years ago. She also learned how wind, water, ice, and heat slowly change the rocks every day. Nature had carved some amazing statues.

"Do we have to leave already?" Lisa sighed as her family packed up the tent at the end of the week.

---

1. In the beginning of the story, Lisa groans. This shows that she is —
   - Ⓐ disappointed.
   - Ⓑ confused.
   - Ⓒ worried.
   - Ⓓ excited.

2. In the middle of the story, Lisa —
   - Ⓐ works hard at school.
   - Ⓑ sees many rock formations.
   - Ⓒ sighs as her family packs the tent.
   - Ⓓ hears about the family vacation plans.

3. What is the theme of the story?
   - Ⓐ Time flies when you're having fun.
   - Ⓑ Parks are good places for a family vacation.
   - Ⓒ You can change what you think as you learn.
   - Ⓓ You should appreciate what you already have.

4. Which detail supports the theme?
   - Ⓐ *Lisa's family piled into the car.*
   - Ⓑ *She could not believe what she saw.*
   - Ⓒ *She liked to visit her cousins.*
   - Ⓓ *Seas covered the park millions of years ago.*

Score
_____/4

DONE!

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

COPY READY

ANSWER KEY: 1. A 2. B 3. C 4. B

COPY READY

Name _____ Date _____

Vocabulary Test

Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is the _____.

   Ⓐ sun
   Ⓑ future
   Ⓒ equator
   Ⓓ ceremony

2. This is a _____.

   Ⓐ role
   Ⓑ map
   Ⓒ cover
   Ⓓ puzzle

3. This is a _____.

   Ⓐ chart
   Ⓑ shape
   Ⓒ tradition
   Ⓓ globe

4. Africa is a _____.

   Ⓐ continent
   Ⓑ pattern
   Ⓒ belief
   Ⓓ season

5. _____ are the people who live in a place.

   Ⓐ Directions
   Ⓑ Inhabitants
   Ⓒ Commands
   Ⓓ Relationships

6. The United States is a _____ in North America.

   Ⓐ country
   Ⓑ pottery
   Ⓒ response
   Ⓓ discovery

7. A _____ is one half of the earth.

   Ⓐ craft
   Ⓑ message
   Ⓒ hemisphere
   Ⓓ characteristic

GO ON

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

ANSWER KEY: 1. C 2. B 3. D 4. A 5. B 6. A 7. C

Name _____ Date _____

Vocabulary Test

Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

8. A _____ is an edge or outline.
   - Ⓐ marriage
   - Ⓑ strategy
   - Ⓒ custom
   - Ⓓ border

9. To _____ is to give someone an idea.
   - Ⓐ hurry
   - Ⓑ imitate
   - Ⓒ suggest
   - Ⓓ perform

10. To _____ something is to carry it.
    - Ⓐ influence
    - Ⓑ transport
    - Ⓒ amuse
    - Ⓓ learn

11. To _____ something is to picture it in your mind.
    - Ⓐ imagine
    - Ⓑ defend
    - Ⓒ weave
    - Ⓓ trust

12. A _____ is a group of things in a certain order.
    - Ⓐ skill
    - Ⓑ guess
    - Ⓒ range
    - Ⓓ minute

Score
_____/12

DONE!

COPY READY

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

ANSWER KEY: 8. D 9. C 10. B 11. A 12. C

COPY READY

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 1

Directions: Read the paragraph. Then answer the questions.

My family likes to camp in national __1__. There are many __2__ to enjoy. My favorite is hiking. The __3__ are beautiful to walk on. There are wooden __4__ to sit on if we need a rest. When we hike, we always enjoy __5__ and try to spot animals. Today, two __6__ crossed our path. We took pictures and watched them as we ate __7__. Did I mention that __8__ are one of the best things to do outdoors?

---

1 Choose the answer that goes in Blank 1.

- Ⓐ park
- Ⓑ parks
- Ⓒ parkes
- Ⓓ parkses

2 Choose the answer that goes in Blank 2.

- Ⓐ activities
- Ⓑ activitys
- Ⓒ activites
- Ⓓ activity

3 Choose the answer that goes in Blank 3.

- Ⓐ trail
- Ⓑ trails
- Ⓒ trailes
- Ⓓ trailses

4 Choose the answer that goes in Blank 4.

- Ⓐ bench
- Ⓑ benchs
- Ⓒ benches
- Ⓓ bench's

GO ON

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

ANSWER KEY: **1.** B **2.** A **3.** B **4.** C

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 1

5 Choose the answer that goes in Blank 5.

Ⓐ ourself
Ⓑ ourselfs
Ⓒ ourselfes
Ⓓ ourselves

6 Choose the answer that goes in Blank 6.

Ⓐ fox
Ⓑ foxs
Ⓒ foxes
Ⓓ foxses

7 Choose the answer that goes in Blank 7.

Ⓐ sandwich
Ⓑ sandwichs
Ⓒ sandwiches
Ⓓ sandwichies

8 Choose the answer that goes in Blank 8.

Ⓐ picnic
Ⓑ picnics
Ⓒ picnices
Ⓓ picnicses

---

9 Write a paragraph about something that happens at an amazing place. It could be a place you have been or read about. Write at least four sentences, and use signal words to connect events. Underline each signal word you use.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

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

COPY READY

ANSWER KEY: **5.** D **6.** C **7.** C **8.** B **9.** See Rubric

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 2

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

The Sandcastle

Crashing ocean, sunny beach.
Buckets and shovels ready.
We dig down deep into the cool, wet sand,
Building castles on the shore.

From mounds and piles,
We each make towers
For princesses and kings,
Towers like a jagged mountain range.

The waves creep close, then run away
In a never-ending game.
They softly whisper, "No matter what you build,
We will return it to the sea."

You build one tower as wide as a tree
And a second that touches the clouds.
Mine is an arrow aimed at the sky
And another as big as a whale.

Admiring our work, we face the water
And our sandcastle so mighty and strong.
We watch as the waves lap its base.
It was never our castle at all.

GO ON

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

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 2

1 Which of these is a metaphor?

Ⓐ *We each make towers*

Ⓑ *You build one tower as wide as a tree*

Ⓒ *Mine is an arrow aimed at the sky*

Ⓓ *We watch as the waves lap its base.*

2 Which of these is a simile?

Ⓐ *Buckets and shovels ready.*

Ⓑ *Building castles on the shore.*

Ⓒ *And a second that touches the clouds.*

Ⓓ *And another as big as a whale.*

3 What does this line from the poem mean?

> *Towers like a jagged mountain range.*

Ⓐ The beach is close to tall mountains.

Ⓑ The towers look like mountains of different sizes.

Ⓒ The children build mountains next to their towers.

Ⓓ The children used mountains of sand to build their sandcastle.

4 What is the theme of the poem?

Ⓐ Nature must be protected from people.

Ⓑ People get building materials from nature.

Ⓒ Nature is more powerful than things made by people.

Ⓓ People must learn how to live without harming nature.

COPY READY

GO ON

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

ANSWER KEY: **1.** C **2.** D **3.** B **4.** C

COPY READY

Name _____ Date _____

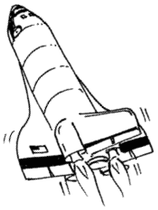
Reading Comprehension Test

Unit 3, Week 2

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

SPACE VACATION

Of all the vacations
That I've never taken
The most dreamy place
Would be camping in space.



Blasting off on a ship
With gear for the trip,
I'd look for a spot
Not too cold or too hot.

Looking up at the stars,
While sleeping on Mars,
And passing the day
In the vast Milky Way,
This camping's unique.
I'd stay for a week!

5 What element of poetry do the underlined words show?

I'd look for a spot
Not too cold or too hot.

Ⓐ story
Ⓑ meter
Ⓒ rhyme
Ⓓ theme

6 In this line from the poem, which word has the strongest beat?

Looking up at the stars,

Ⓐ looking
Ⓑ up
Ⓒ at
Ⓓ the

7 What is one way you can tell that "Space Vacation" is a poem, not a story?

Ⓐ It has a rhyme scheme.
Ⓑ It has a theme.
Ⓒ It is fiction.
Ⓓ It is short.

Score
_____/7

DONE!

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

ANSWER KEY: **5.** C **6.** B **7.** A

Name _____ Date _____

Vocabulary Test

Unit 3, Week 2

Directions: Read the question. Choose the correct answer.

1 The word *portfolio* comes from the Latin root *port*. What does *portfolio* most likely mean in this sentence?

I use this *portfolio* for my classwork.

Ⓐ a case to carry loose papers
Ⓑ a book to use in school
Ⓒ a shelf to hold things
Ⓓ a tool to write with

2 The word *cyclical* comes from the Greek root *cycl*. What does *cyclical* most likely mean in this sentence?

The seasons of the year are *cyclical*.

Ⓐ relating to the stars
Ⓑ relating to the calendar
Ⓒ having stormy weather
Ⓓ having a pattern like a circle

3 The word *graphology* comes from the Greek root *graph*. What does *graphology* most likely mean in this sentence?

The detective used *graphology* to find the thief.

Ⓐ interviews with people
Ⓑ the study of handwriting
Ⓒ the location of the crime
Ⓓ fingerprints from a person

4 The word *equivalent* comes from the Latin root *equi*. What does *equivalent* most likely mean in this sentence?

Everybody's share of the prize was *equivalent*.

Ⓐ very large
Ⓑ surprising
Ⓒ the same
Ⓓ enough

Score
_____/4

DONE!

COPY READY

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

ANSWER KEY: **1.** A **2.** D **3.** B **4.** C

COPY READY

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 2

Directions: Read the paragraph. Then answer the questions.

Our reading group is planning to write a poem about another country, but we don't know which one to choose. Should we write about Egypt and its many **1**, or France and its thousands of **2**? We talk about different **3** to decide. Then Josh has an idea. He says, "Please hand me **4** globe over there." Next Josh closes his eyes, spins the globe, and brings it to a stop by touching Southeast Asia. "How about here?" he asks, pointing to the many **5** of Indonesia. "There must be lots of fantastic **6**, and **7** mountains here have active volcanoes." We all agree **8** setting is perfect for our poem.

---

1 Choose the answer that goes in Blank 1.

Ⓐ mummy
Ⓑ mummys
Ⓒ mummes
Ⓓ mummies

2 Choose the answer that goes in Blank 2.

Ⓐ bakeries
Ⓑ bakeryes
Ⓒ bakerys
Ⓓ bakery

3 Choose the answer that goes in Blank 3.

Ⓐ way
Ⓑ ways
Ⓒ waies
Ⓓ wayes

4 Choose the answer that goes in Blank 4.

Ⓐ these
Ⓑ this
Ⓒ that

GO ON

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

ANSWER KEY: **1.** D **2.** A **3.** B **4.** C

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 2

5 Choose the answer that goes in Blank 5.

Ⓐ island
Ⓑ islands
Ⓒ islandies
Ⓓ islandses

6 Choose the answer that goes in Blank 6.

Ⓐ beach
Ⓑ beachs
Ⓒ beaches
Ⓓ beachies

7 Choose the answer that goes in Blank 7.

Ⓐ these
Ⓑ those
Ⓒ that

8 Choose the answer that goes in Blank 8.

Ⓐ those
Ⓑ these
Ⓒ this

9 Write a paragraph that describes a place you have been at your favorite time of year. Write at least four sentences, and use sensory words to describe how the place looks, sounds, smells, tastes, and feels. Underline each sensory word you use.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

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

COPY READY

ANSWER KEY: **5.** B **6.** C **7.** A **8.** C **9.** See Rubric

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 3

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

Bottle Village

Do you like both art and recycling? Consider taking a tour of Bottle Village in California's Simi Valley.

Bottle Village is the work of Tressa Prisbrey. In 1956 Prisbrey started building her village. Instead of using regular building materials, she built with recycled bottles. She used the bottles like bricks, laying them on their sides then "sandwiching" them together with cement. Inside, the walls look like colorful stained-glass windows.

Today visitors come from far and wide to see Bottle Village. It's an amazing place that shows how "junk" can be turned into something beautiful.

---

1 What is the main idea of the article?

Ⓐ Some junk can be turned into art.

Ⓑ Glass bottles can be cemented together like bricks.

Ⓒ Visitors come from far and wide to take tours of Bottle Village.

Ⓓ Bottle Village is an interesting place that combines art and recycling.

2 Which detail best supports the main idea?

Ⓐ Prisbrey laid the bottles on their sides.

Ⓑ Bottle Village is in California's Simi Valley.

Ⓒ Prisbrey started building her village in 1956.

Ⓓ The walls look like colorful stained-glass windows.

GO ON

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

ANSWER KEY: **1.** D **2.** D

Name _____ Date _____

Reading Comprehension Test

Unit 3, Week 3

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

Armstrong Grove

In California, there is a park named Armstrong Redwoods State Preserve. Visitors to the park notice two things right away. First, they see that a redwood tree can grow 350 feet high. That means this evergreen tree is the world's tallest living thing.

Next, visitors are likely to hear how still and quiet it is. Standing among these trees, there is hardly a sound. Soft redwood bark cushions every footstep. Few birdcalls fill the air. The shade of these great trees prevents the growth of smaller food plants for the birds. This forest of redwood giants is a very silent place.

---

3 Which of these is a detail that supports the main idea of the article?

> **Main Idea:** The giant redwoods growing in Armstrong Redwoods State Reserve make it a peaceful place to visit.

Ⓐ Visitors notice two things.

Ⓑ There is hardly a sound in the forest.

Ⓒ Some redwoods grow as tall as 350 feet.

Ⓓ Shade prevents the growth of smaller plants.

4 Which of these is another detail that supports the main idea?

Ⓐ The park is in California.

Ⓑ There are few birdcalls in the park.

Ⓒ Redwoods are the world's tallest tree.

Ⓓ The park is a forest of giant redwoods.

Score
_____/4

DONE!

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

COPY READY

ANSWER KEY: 3. B 4. B

COPY READY

Name _____ Date _____

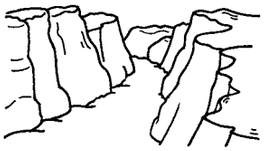
Vocabulary Test

Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

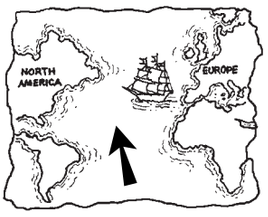
1. This is a _____.

   Ⓐ medium
   Ⓑ canyon
   Ⓒ mission
   Ⓓ beach



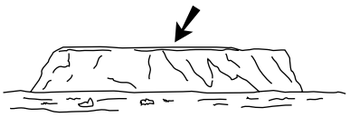
2. This is an _____.

   Ⓐ ocean
   Ⓑ ancestor
   Ⓒ occasion
   Ⓓ address



3. This is a _____.

   Ⓐ motion
   Ⓑ culture
   Ⓒ plateau
   Ⓓ treasure

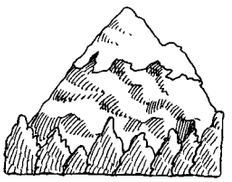


4. This is a _____.

   Ⓐ mirror
   Ⓑ valley
   Ⓒ jewel
   Ⓓ trait

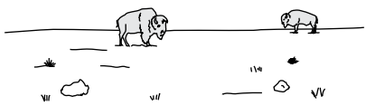
5. A mountain is a large _____.

   Ⓐ tradition
   Ⓑ route
   Ⓒ planet
   Ⓓ landform



6. A _____ is a large area of flat land.

   Ⓐ resource
   Ⓑ site
   Ⓒ plain
   Ⓓ mile



7. A mountain can have a high _____.

   Ⓐ communication
   Ⓑ elevation
   Ⓒ behavior
   Ⓓ ability

GO ON

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

ANSWER KEY: **1.** B **2.** A **3.** C **4.** B **5.** D **6.** C **7.** B

Name _____ Date _____

Vocabulary Test

Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

8 To _____ is to find.

Ⓐ melt
Ⓑ locate
Ⓒ create
Ⓓ inherit

9 The _____ of something is its top layer or cover.

Ⓐ idea
Ⓑ alarm
Ⓒ surface
Ⓓ custom

10 A _____ is an area of land.

Ⓐ region
Ⓑ belief
Ⓒ king
Ⓓ gift

11 A _____ is a characteristic part of something.

Ⓐ lesson
Ⓑ feature
Ⓒ mistake
Ⓓ ceremony

12 Something you can see and touch is a _____ object.

Ⓐ clear
Ⓑ lucky
Ⓒ famous
Ⓓ physical

Score
_____/12

DONE!

COPY READY

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

ANSWER KEY: **8.** B **9.** C **10.** A **11.** B **12.** D

COPY READY

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 3

Directions: Read the paragraph. Then answer the questions.

Explorers reached Antarctica in 1820. The British government set up the first base there in the early 1900s, and other countries soon claimed a piece of the continent. Scientific interest grew quickly. Antarctica became the main focus of study in 1957, when 67 nations had scientific staff there. A committee **1** an international organization to govern Antarctica. They wanted it to be open to any country to conduct research. A panel of 12 countries signed a historic treaty in 1959. Now the scientific community **2** with other countries. Thanks to an additional agreement, the international panel **3** as well. As of today, a group of 39 countries **4**. Antarctica is a place of both natural beauty and international peace.

---

1 Choose the answer that goes in Blank 1.

Ⓐ have created
Ⓑ were forming
Ⓒ was trying to start
Ⓓ have put together

2 Choose the answer that goes in Blank 2.

Ⓐ grow larger
Ⓑ work together
Ⓒ learn many things
Ⓓ shares its knowledge

3 Choose the answer that goes in Blank 3.

Ⓐ keep the land safe
Ⓑ protects the environment
Ⓒ guard the coast and wildlife
Ⓓ defend against dangerous waste

4 Choose the answer that goes in Blank 4.

Ⓐ has accepted the treaty
Ⓑ have studied in Antarctica
Ⓒ are participating in research
Ⓓ are following the agreements

GO ON

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

ANSWER KEY: **1.** C **2.** D **3.** B **4.** A

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 3

5 Read this sentence from the paragraph.

> *The British government set up the first base there in the early 1900s, and other countries soon claimed a piece of the continent.*

Which word from this sentence is a collective noun?

Ⓐ government

Ⓑ base

Ⓒ countries

Ⓓ continent

6 Read this sentence from the paragraph.

> *Antarctica became the main focus of study in 1957, when 67 nations had scientific staff there.*

Which word from this sentence is a collective noun?

Ⓐ focus

Ⓑ study

Ⓒ nations

Ⓓ staff

COPY READY

GO ON

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

ANSWER KEY: **5.** A **6.** D

COPY READY

Name _____ Date _____

Writing, Revising, and Editing Test

Unit 3, Week 3

7 Below is information about penguins from two sources. Read the information. Write several sentences to evaluate the sources. Explain whether each source is good for research and why.

Source 1—Science Magazine

Science Through the Hand Lens
A closer look at the world around you

April 2010 issue

Meet the Penguins!

Penguins are large birds that live far to the south, mostly in Antarctica and in the southern parts of South America and Australia. They have a thick layer of fat and two layers of feathers to help them stay warm. While they can't fly, they are excellent swimmers, as good as the fish they hunt. Their diet is mostly fish, but they also eat squid and tiny shrimp called krill.

Source 2—Answer Web Site

www.TellMeQuick.com 10/18/11

Topic: **Penguins**

Q What can you tell me about penguins? I need to know for school.

A They live where it's really cold. Some are in zoos. They can go a long time without eating. They're black and white, and they waddle when they walk. I don't think they fly. They made a couple movies about them, one where they show the eggs on top of their feet. The baby penguins hatch from the eggs.

Score
_____/6 multiple-choice
_____/4 writing

DONE!

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

ANSWER KEY: **7.** See Rubric

Name _____ Date _____

Reading Comprehension Test

Unit Test

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

Travel Plans

I spread a map across my table,
wondering, will I be able
to ever see those far-off lands,
meet new people, shake their hands?

Will animals I have only seen
on TV screens or in a dream
appear before my very eyes,
or are my hopes like distant skies?

My mind fills up with wondering.
What sights and sounds will travel bring?
Today I sit here in my chair,
but soon the wind will fill my hair.

I'll sail, I'll fly, I'll ride a bike.
I'll go to any land I like!
The only problem seems to be
that *every* country calls to me!

GO ON

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

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit Test

1. What is the theme of the poem?

   Ⓐ It is fun to meet new people.

   Ⓑ Riding a bike is a good way to travel.

   Ⓒ Traveling to other lands seems exciting.

   Ⓓ Having a map can help you find your way.

2. Which line from the poem best supports its theme?

   Ⓐ *Today I sit here in my chair,*

   Ⓑ *appear before my very eyes,*

   Ⓒ *The only problem seems to be*

   Ⓓ *My mind fills up with wondering.*

3. Read this line from the poem.

   but soon the wind will fill my hair.

   Which of these words has the strongest beat?

   Ⓐ but

   Ⓑ wind

   Ⓒ will

   Ⓓ my

4. What element of poetry do the underlined words show?

   I'll sail, I'll fly, I'll ride a bike.
   I'll go to any land I like!

   Ⓐ story

   Ⓑ meter

   Ⓒ theme

   Ⓓ rhyme

5. What do these words from the poem mean?

   that every *country calls to me!*

   Ⓐ The speaker is trying to read a map.

   Ⓑ The speaker feels drawn to every place.

   Ⓒ The speaker understands many languages.

   Ⓓ The speaker imagines the telephone is ringing.

6. Which line from the poem has a simile?

   Ⓐ *Will animals I have only seen*

   Ⓑ *on TV screens or in a dream*

   Ⓒ *appear before my very eyes,*

   Ⓓ *or are my hopes like distant skies?*

GO ON

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

ANSWER KEY: **1.** C **2.** D **3.** B **4.** D **5.** B **6.** D

Name _____ Date _____

Reading Comprehension Test

Unit Test

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

The Land of Night and Day

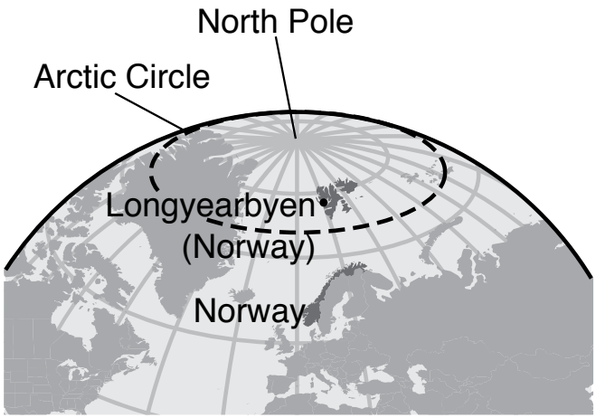
If you live north of the equator, winter days are colder and shorter than summer. Darkness might begin to fall around as early as 4 o'clock where you live. Just imagine if the sun did not come up at all the next day.

Longyearbyen has a polar climate with cool summers and cold winters.

There is a place called Longyearbyen, in Norway, where night lasts from November to the end of January. This town is so far north that the sun goes away entirely, and the people who live there go about their winter days in total darkness.

As winter turns to spring, there is a little bit of brightness each day for just a short time. Then total darkness returns. Each day, the brightness lasts a little longer. In March, the sun is seen for the first time.

Although the sun is still low in the sky, this is a big day for everyone in Longyearbyen. The whole town takes a holiday. They have parties and sing songs to welcome back the sun.



Each day, the sun stays up for 20 minutes longer. Soon the sun is up all day, and all night too. From April to late August, the sun does not set. It will stay with them day and night until the seasons change again.

GO ON

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

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit Test

7 The map shows that Longyearbyen is —

Ⓐ inside the Arctic Circle.

Ⓑ at the North Pole.

Ⓒ near the equator.

8 Which detail helps you understand how the people of Longyearbyen feel when the sun appears?

Ⓐ *They have parties and sing songs.*

Ⓑ *From April to late August, the sun does not set.*

Ⓒ *Each day, the sun stays up for 20 minutes longer.*

Ⓓ *This town is so far north that the sun goes away entirely.*

9 Which detail supports the idea that the sun comes back gradually?

Ⓐ *The whole town takes a holiday.*

Ⓑ *In March, the sun is seen for the first time.*

Ⓒ *Soon the sun is up all day, and all night too.*

Ⓓ *Each day, the brightness lasts a little longer.*

10 Why is the photo caption helpful?

Ⓐ It describes the daylight in Longyearbyen.

Ⓑ It tells about the weather in Longyearbyen.

Ⓒ It explains why Longyearbyen gets so dark.

Ⓓ It helps readers find Longyearbyen on a map.

11 What is the main idea of this article?

Ⓐ During the summer, the sun never sets in Longyearbyen.

Ⓑ In Longyearbyen, the people dress warmly all year round.

Ⓒ The people in Longyearbyen celebrate when the sun rises in spring.

Ⓓ In Longyearbyen, it is dark all day in winter and light all day in summer.

GO ON

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

ANSWER KEY: **7.** A **8.** A **9.** D **10.** B **11.** D

Name _____ Date _____

Reading Comprehension Test

Unit Test

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

Exchange Program

Maya is a middle-school student in Portland, Oregon. Last spring, she was part of a special exchange program that allows young people to experience life in a different place. Maya traveled by bus to a farm in the country where she was met by her host family. These were the people she would live with for a week.

It was a six-hour bus ride from Maya's home to the farm.

During Maya's stay, she woke up to the sound of a rooster crowing. After breakfast, there were chores to do. She helped her host sister and brother feed and care for the animals. There were home-school lessons to do, too. During breaks, Maya and her host sister exercised the horses.

Maya enjoyed her visit. It was very different from her life in the city. When she returned, Maya's family hosted a student from the country. Maya's mother drove them to school every day and picked them up again. There were fewer chores, and no animals to feed. Instead there were visits to the library and a concert in a park. Maya was sure that her guest enjoyed life in the city just as much as she had enjoyed life on the farm.

Maya helped feed goats at the farm.

COPY READY

GO ON

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

COPY READY

Name _____ Date _____

Reading Comprehension Test

Unit Test

12 The main idea of the first paragraph is that Maya was part of an exchange program. Which detail supports this main idea?

Ⓐ Maya rode a bus.

Ⓑ Maya lives in Portland, Oregon.

Ⓒ Maya is a middle-school student.

Ⓓ Maya traveled to a farm in the country.

13 The details in the second paragraph —

Ⓐ describe daily life on the farm.

Ⓑ compare life on a farm to life in a city.

Ⓒ tell how Maya felt about her host family.

Ⓓ tell what Maya thinks about living on a farm.

14 Which detail suggests that Maya's guest had a good time?

Ⓐ They went to a concert in the park.

Ⓑ Maya enjoyed her visit to their farm.

Ⓒ They care for animals on their farm.

Ⓓ Maya's mother drove them to school.

15 What does the first photo caption help you to understand?

Ⓐ where the farm was located

Ⓑ who met Maya at the bus stop

Ⓒ how long it took to reach the farm

Ⓓ how excited Maya must have felt

16 The second photo helps you to visualize —

Ⓐ when the host family fed their animals.

Ⓑ where the host family kept their animals.

Ⓒ what kind of animals the host family had.

Ⓓ how many animals the host family owned.

17 Describe the speaker in the poem "Travel Plans." What is this person like? How do you know?

Score _____/19

DONE!

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

ANSWER KEY: **12.** D **13.** A **14.** A **15.** C **16.** C **17.** See Rubric

Name _____ Date _____

Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

1. What does the word bookstore mean?
   - Ⓐ a place to keep books
   - Ⓑ a place to buy books
   - Ⓒ a book for cooking
   - Ⓓ a book for school

2. What does the word shoelace mean?
   - Ⓐ a place to buy shoes
   - Ⓑ a box for new shoes
   - Ⓒ a string to tie a shoe
   - Ⓓ a fancy type of shoe

3. What does the word raindrop mean?
   - Ⓐ a cloth used to cover things
   - Ⓑ a bit of water from the sky
   - Ⓒ a coat for wet weather
   - Ⓓ a wet, windy storm

4. What does the word mapmaker mean?
   - Ⓐ a person who draws maps
   - Ⓑ a round map of the world
   - Ⓒ the study of maps
   - Ⓓ the use of a map

5. The word *biography* comes from the Latin root *graph*. What does *biography* most likely mean in this sentence?

   > I enjoyed reading the *biography* of Abraham Lincoln.

   - Ⓐ signature
   - Ⓑ interesting book
   - Ⓒ document from history
   - Ⓓ writing about someone's life

6. The word *imagery* comes from the Latin root *imag*. What does *imagery* most likely mean in this sentence?

   > The *imagery* in this story is strong.

   - Ⓐ a poem in the story
   - Ⓑ made-up parts of a story
   - Ⓒ the most important character
   - Ⓓ text that describes how something looks

GO ON

COPY READY

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

ANSWER KEY: 1. B 2. C 3. B 4. A 5. D 6. D

COPY READY

Name _____ Date _____

Vocabulary Test

Unit Test

Directions: Choose the answer that goes in each sentence.

7. In the southern _____ , it is summer on New Year's Day.
   - Ⓐ craft
   - Ⓑ equator
   - Ⓒ message
   - Ⓓ hemisphere

8. My parents _____ an idea for my science project.
   - Ⓐ transport
   - Ⓑ suggest
   - Ⓒ inherit
   - Ⓓ hurry

9. Mount Everest has the highest _____ in the world.
   - Ⓐ communication
   - Ⓑ elevation
   - Ⓒ behavior
   - Ⓓ ability

10. The _____ of the moon is dry and rocky.
    - Ⓐ idea
    - Ⓑ alarm
    - Ⓒ surface
    - Ⓓ custom

11. Carla lives in a _____ that is often cool and rainy.
    - Ⓐ region
    - Ⓑ belief
    - Ⓒ king
    - Ⓓ gift

12. The _____ of Minnesota are prepared for long, cold winters.
    - Ⓐ directions
    - Ⓑ commands
    - Ⓒ inhabitants
    - Ⓓ relationships

Score
_____/12

DONE!

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

ANSWER KEY: **7.** D **8.** B **9.** B **10.** C **11.** A **12.** C

Name _____ Date _____

Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

My aunt works as a forest ranger in Green Mountain National Forest in Vermont. Many __1__ come to the woods to see the beautiful trees. Little children enjoy the animals, such as a warren of rabbits. When visitors come, __2__ teaches them how to be safe in the forest. For instance, she tells them to keep their distance from all the __3__ . She also tells them to be careful with their lunch bags, or they'll have a herd of moose as dinner guests! When people follow __4__ rules, visitors and animals alike can enjoy the forest.

---

1 Choose the answer that goes in Blank 1.

Ⓐ familys
Ⓑ families
Ⓒ famileys
Ⓓ familyes

2 Choose the answer that goes in Blank 2.

Ⓐ aunt Jean
Ⓑ aunt jean
Ⓒ Aunt jean
Ⓓ Aunt Jean

3 Choose the answer that goes in Blank 3.

Ⓐ deer
Ⓑ deers
Ⓒ deeres
Ⓓ deeries

4 Choose the answer that goes in Blank 4.

Ⓐ this
Ⓑ that
Ⓒ these

GO ON

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

COPY READY

ANSWER KEY: **1.** B **2.** D **3.** A **4.** C

Name _____ Date _____

Writing, Revising, and Editing Test

Unit Test

COPY READY

5 Read this sentence from the paragraph.

> *Little children enjoy the animals, such as a warren of rabbits.*

Which word from this sentence is a collective noun?

Ⓐ children

Ⓑ animals

Ⓒ warren

Ⓓ rabbits

6 Read this sentence from the paragraph.

> *She also tells them to be careful with their lunch bags, or they'll have a herd of moose as dinner guests!*

Which word from this sentence is a collective noun?

Ⓐ herd

Ⓑ bags

Ⓒ them

Ⓓ guests

GO ON

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

ANSWER KEY: **5.** C **6.** A

Name _____ Date _____

Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraphs. Then answer the questions.

(1) Few peoples have been to one truly amazing place—the moon. **(2)** The moon has craters, mountains, and plains. **(3)** A famous plain is called the Sea of tranquility, but it doesn't have any water. **(4)** You can't find any fishes on the moon!

(5) The moon rotates very slowly. **(6)** On the moon, it takes about 15 Earth days for the sun to rise and set. **(7)** It takes another 15 days to see the sun rise again!

---

7 What is the correct way to write sentence 1?

Ⓐ Few people have been to a truly amazing place—the moon.

Ⓑ Few peoples has been to a truly amazing place—the moon.

Ⓒ Few peoples have been to a truly amazing place—the moon?

Ⓓ Correct as is

8 What is the correct way to write sentence 3?

Ⓐ A famous plain is called the Sea of tranquility, and it doesn't have any water.

Ⓑ A famous plain is called the Sea of Tranquility, but it doesn't have any water.

Ⓒ A famous plain which is called the Sea of tranquility, but it doesn't have any water.

Ⓓ Correct as is

9 What is the correct way to write sentence 4?

Ⓐ You can't find any fish on the moon!

Ⓑ Can't you find any fishes on the moon!

Ⓒ You can't finds any fishes on the moon!

Ⓓ Correct as is

10 What is the correct way to write sentence 6?

Ⓐ On the moon, it take about 15 Earth days for the sun to rise and set.

Ⓑ On the moon, it takes about 15 Earth day for the sun to rise and set.

Ⓒ On the moon, it takes about 15 earth days for the sun to rise and set.

Ⓓ Correct as is

GO ON

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

COPY READY

ANSWER KEY: **7.** A **8.** B **9.** A **10.** D

COPY READY

Name _____ Date _____

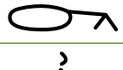
Writing, Revising, and Editing Test

Unit Test

11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, capitalization, or spelling. Use the Editing and Proofreading Marks to correct each mistake.

(1) You don't have to go to hawaii to find an amazing place. **(2)** The place where you live can be pretty amazing. **(3)** People get used to their surroundings. **(4)** They stop noticing the beauty around them. **(5)** For example, several gooses glide on a sparkling pond. **(6)** An army of ants carry a giant leaf. **(7)** This sights are also pretty wonderful. **(8)** Sometimes people make a place special. **(9)** An African drum band play on the street for shoppers as they walk by. **(10)** Some places are exciting because there are so many activitys you can do. **(11)** You can play in a park, join a club, or swim in the city pool. **(12)** So the next time you want to find an amazing place, just look around the corner.

Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

12

You are writing a report for a Geography Fair project. Your report should tell about a place you have visited or the place where you live. Your report should have at least three paragraphs.

Score
_____/10 multiple-choice
_____/6 editing task
_____/4 weekly writing skill
_____/24 writing traits

DONE!

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

ANSWER KEY: **11.** See Rubric **12.** See Rubric

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

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 A3.44.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.4.L.1.g, L.2, Rfou.3	_____/19	_____/19	_____/19	_____/18
End-of-Week Test CC.4.L.1.g, L.2, Rfou.3	____/19 ____%	____/19 ____%	____/19 ____%	____/18 ____%

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 A3.44.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Theme CC.4.Rlit.2, Rlit.1	3 4	4		1 2	_____/5
Main Idea CC.4.Rinf.2			1 2 3 4	11 12	_____/6
Figurative Language CC.4.L.5, L.5.a		1 2 3		5 6	_____/5
Literature Text Structures CC.4.Rlit.5		5 6 7		3 4	_____/5
Interpret Information in Text Features CC.4.Rinf.7				7 10 15 16	_____/4
Details in Informational Text CC.4.Rinf.1				8 9 13 14	_____/4
Review Skill: Summarize Literature CC.4.Rlit.2	2				_____/1
Review Skill: Characters CC.4.Rlit.3, W.9.a	1			17 (____/3)	_____/4
Total	____/4 ____%	____/7 ____%	____/4 ____%	____/19 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Social Studies Vocabulary CC.4.L.6	1 2 3 4 5 6 7		1 2 3 4 5 6 7	7 9 12	_____/17
Academic Vocabulary CC.4.L.6	8 9 10 11 12		8 9 10 11 12	8 10 11	_____/13
Word Origins CC.4.L.4.b		1 2 3 4		5 6	_____/6
Compound Words CC.4.L.4				1 2 3 4	_____/4
Total	____/12 ____%	____/4 ____%	____/12 ____%	____/12 ____%	

COPY READY

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

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

Writing, Revising, and Editing Tests		Weekly Test Items Week 1	Weekly Test Items Week 2	Weekly Test Items Week 3	Unit Test Items Including Week 4	Totals Across Tests
Revising and Editing	Plural Nouns CC.4.L.2, L.3, L.1, W.5	1 2 3 4 5 6 7 8	1 2 3 5 6		1 3 7 9 11b 11f	_____/19
	Adjectives CC.4.L.1, L.3, W.5		4 7 8		4 11d	_____/5
	Proper Nouns CC.4.L.2.a, L.1, L.3, W.5				2 8 10 11a	_____/4
	Collective Nouns CC.4.L.1, L.3, W.5			1 2 3 4 5 6	5 6 11c 11e	_____/10
	Subtotal	_____/8	_____/8	_____/6	_____/16	
Weekly Writing Skills (Writing Prompts)	Use Signal Words CC.4.W.2.c, W.10, W.5, L.1	_____/4				_____/4
	Use Sensory Words and Phrases CC.4.W.3.d, W.10		_____/4			_____/4
	Evaluate Information CC.4.W.8, W.9, W.7			_____/4		_____/4
	State Main Idea Clearly, Include Supporting Details CC.4.W.2, W.10				_____/4	_____/4
	Subtotal	_____/4	_____/4	_____/4	_____/4	
	Total	____/12 ____%	____/12 ____%	____/10 ____%	____/20 ____%	

Unit Test Writing Prompt—Traits CC.4.W.2, W.10, L.1, L.3	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

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

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

Weekly and Unit Assessments

Unit 3

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													
Reading Comprehension	Theme CC.4.Rlit.2, Rlit.1														
	Main Idea CC.4.Rinf.2														
	Figurative Language CC.4.L.5, L.5.a														
	Literature Text Structures CC.4.Rlit.5														
	Interpret Information in Text Features CC.4.Rinf.7														
	Details in Informational Text CC.4.Rinf.1														
	Review Skill: Summarize Literature CC.4.Rlit.2														
	Review Skill: Characters CC.4.Rlit.3, W.9.a														
Writing, Revising, and Editing	Plural Nouns CC.4.L.2, L.3, L.1, W.5														
	Adjectives CC.4.L.1, L.3, W.5														
	Proper Nouns CC.4.L.2.a, L.1, L.3, W.5														
	Collective Nouns CC.4.L.1, L.3, W.5														
	Writing in Response to Prompt CC.4.W.2, W.3.d, W.8, W.9, W.7, W.10, L.1, L.3														
Vocabulary	Social Studies Vocabulary CC.4.L.6														
	Academic Vocabulary CC.4.L.6, Rlit.4														
	Word Origins CC.4.L.4.b														
	Compound Words CC.4.L.4														

COPY READY

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

COPY READY

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			

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

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	• The writing has a clear, focused message that keeps readers interested. • Details are accurate and relevant, showing in-depth knowledge of the topic.	• The writing has a clear structure throughout that suits the writer's audience and purpose. • All content flows smoothly and logically.	• The writing sounds genuine and unique. • The writer's tone is appropriate to the purpose and audience.	• Appropriate words were chosen to clearly convey the writer's message. • Language used throughout is appropriate for the audience and grabs readers' attention.	• All sentences are varied and effective and have appropriate transitions. • When read aloud, the writing sounds natural and rhythmic.	• The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. • All the sentences are complete.	• The text is presented in an orderly way, significantly helping to convey the message. • Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	• Most of the writing has a clear, focused message that keeps readers interested. • Most details are accurate and relevant, showing reasonable knowledge of the topic.	• Most of the writing has a clear structure that suits the writer's audience and purpose. • Most of the content flows smoothly and logically.	• Most of the writing sounds genuine and unique. • The writer's tone is mostly appropriate for the purpose and audience.	• Many appropriate words were chosen to clearly convey the writer's message. • Most language is appropriate for the audience and grabs readers' attention.	• Most sentences are varied and effective and have appropriate transitions. • When read aloud, most of the writing sounds natural and rhythmic.	• The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. • Most of the sentences are complete.	• Most of the text is presented in an orderly way, generally helping to convey the message. • Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	• The writing has a fairly unclear and unfocused message, causing readers some confusion. • Some details are relevant and accurate, showing minimum knowledge of the topic.	• The writing does not have a structure that suits the writer's audience and purpose. • Some content flows smoothly and logically.	• Some of the writing sounds genuine and unique. • The writer's tone is somewhat inappropriate for the purpose and audience.	• Some appropriate words were chosen to clearly convey the writer's message. • Some language is appropriate for the audience and grabs readers' attention.	• Some sentences are varied and effective and have appropriate transitions. • When read aloud, some of the writing sounds natural and rhythmic.	• The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. • Some of the sentences are complete.	• Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. • Some visuals are appropriate for the purpose and audience and support meaning.
1	• The writing does not have a clear, focused message, causing confusion. • Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic.	• The writing does not have a structure. • The content does not flow smoothly or logically.	• The writing does not sound genuine or unique. • The writer's tone is not appropriate for the purpose or audience.	• Few appropriate words were chosen to clearly convey the writer's message. • Language is dull, vague, and inappropriate for the audience, losing the readers' attention.	• Few or none of the sentences are varied or effective or have appropriate transitions. • When read aloud, the writing sounds unnatural.	• The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. • Few sentences are complete.	• The text is not presented in an orderly way, making it very difficult to track and comprehend the message. • None of the visuals are appropriate for the purpose or audience, and do not support meaning.

COPY READY

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

COPY READY

Research Rubric

Unit 3, Week 3

Scale	Content	Speaking
4	• Gathers three facts. • Identifies reliable sources.	• Speaks at an appropriate pace.
3	• Gathers two facts. • Identifies mostly reliable sources.	• Mostly speaks at an appropriate pace.
2	• Gathers one facts. • Identifies some reliable sources.	• Sometime speaks at an appropriate pace.
1	• Gathers no facts. • Identifies no reliable sources.	• Does not speak at an appropriate pace.

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

Name _____ Date _____

Unit Self-Assessment

Unit 3

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 compound words.			
use roots to understand new words.			
visualize when I read.			
identify the theme of a story.			
identify main ideas and supporting details.			
understand similes and metaphors.			
identify rhyme, rhythm, and meter in poetry.			
make nouns plural.			
use *this, that, these, those*.			
use collective nouns.			
write common and proper nouns correctly.			

Of all the texts you read for Amazing Places, which one was your favorite? _____

_____

What did you like about it? _____

_____

_____

_____

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

Answer Keys and Rubrics

Unit 3

COPY READY

Reading Comprehension

Week 1

Item	Key	Item Descriptor	CCSS Code
1	A	Analyze Characters	CC.4.Rlit.3
2	B	Plot	CC.4.Rlit.2
3	C	Theme	CC.4.Rlit.2
4	B	Support for Theme	CC.4.Rlit.2, Rlit.1

Week 2

Item	Key	Item Descriptor	CCSS Code
1	C	Identify Figurative Language	CC.4.L.5, L.5.a
2	D	Identify Figurative Language	CC.4.L.5, L.5.a
3	B	Interpret Figurative Language	CC.4.L.5
4	C	Theme	CC.4.Rlit.2
5	C	Elements of Poetry	CC.4.Rlit.5
6	B	Elements of Poetry	CC.4.Rlit.5
7	A	Elements of Poetry	CC.4.Rlit.5

Week 3

Item	Key	Item Descriptor	CCSS Code
1	D	Main Idea	CC.4.Rinf.2
2	D	Support for Main Idea	CC.4.Rinf.2
3	B	Support for Main Idea	CC.4.Rinf.2
4	B	Support for Main Idea	CC.4.Rinf.2

Unit Test (including Week 4)

Item	Key	Item Descriptor	CCSS Code
1	C	Theme	CC.4.Rlit.2
2	D	Support for Theme	CC.4.Rlit.2, Rlit.1
3	B	Elements of Poetry	CC.4.Rlit.5
4	D	Elements of Poetry	CC.4.Rlit.5
5	B	Interpret Figurative Language	CC.4.L.5
6	D	Identify Figurative Language	CC.4.L.5, L.5.a
7	A	Interpret Visuals	CC.4.Rinf.7
8	A	Implied Details	CC.4.Rinf.1
9	D	Implied Details	CC.4.Rinf.1
10	B	Interpret Visuals	CC.4.Rinf.7
11	D	Main Idea	CC.4.Rinf.2
12	D	Support for Main Idea	CC.4.Rinf.2
13	A	Implied Details	CC.4.Rinf.1
14	A	Implied Details	CC.4.Rinf.1
15	C	Use Text Features	CC.4.Rinf.7
16	C	Interpret Visuals	CC.4.Rinf.7
17	Skill Rubric	Analyze Characters	CC.4.Rlit.3, W.9.a

Vocabulary

Week 1 CC.4.L.6, Rlit.4, Rinf.4			**Week 3** CC.4.L.6, Rlit.4, Rinf.4		
Item	Key	Word	Item	Key	Word
1	C	equator	1	B	canyon
2	B	map	2	A	ocean
3	D	globe	3	C	plateau
4	A	continent	4	B	valley
5	B	Inhabitants	5	D	landform
6	A	country	6	C	plain
7	C	hemisphere	7	B	elevation
8	D	border	8	B	locate
9	C	suggest	9	C	surface
10	B	transport	10	A	region
11	A	imagine	11	B	feature
12	C	range	12	D	physical

Week 2

Item	Key	Item Descriptor	CCSS Code
1	A	Word Origins	CC.4.L.4.b
2	D	Word Origins	CC.4.L.4.b
3	B	Word Origins	CC.4.L.4.b
4	C	Word Origins	CC.4.L.4.b

Unit Test (including Week 4)

Item	Key	Item Descriptor	CCSS Code
1	B	Compound Words	CC.4.L.4
2	C	Compound Words	CC.4.L.4
3	B	Compound Words	CC.4.L.4
4	A	Compound Words	CC.4.L.4
5	D	Word Origins	CC.4.L.4.b
6	D	Word Origins	CC.4.L.4.b
7	D	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
8	B	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
9	B	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
10	C	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
11	A	Academic Vocabulary	CC.4.L.6
12	C	Social Studies Vocabulary	CC.4.L.6

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

Answer Keys and Rubrics

Unit 3

Writing, Revising, and Editing

Week 1

Item	Key	Item Descriptor	CCSS Code
1	B	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
2	A	Plural Nouns (change *-y* to *-i*)	CC.4.L.1, L.2, L.3
3	B	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
4	C	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
5	D	Plural Nouns (change *-f* to *-ve*)	CC.4.L.1, L.2, L.3
6	C	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
7	C	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
8	B	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
Prompt (9)	Skill Rubric	Use Signal Words	CC.4.W.2, W.10

Week 2

Item	Key	Item Descriptor	CCSS Code
1	D	Plural Nouns (change *-y* to *-i*)	CC.4.L.1, L.2, L.3
2	A	Plural Nouns (change *-y* to *-i*)	CC.4.L.1, L.2, L.3
3	B	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
4	C	Demonstrative Adjectives	CC.4.L.1, L.3
5	B	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
6	C	Plural Nouns (*-s* and *-es* endings)	CC.4.L.1, L.2, L.3
7	A	Demonstrative Adjectives	CC.4.L.1, L.3
8	C	Demonstrative Adjectives	CC.4.L.1, L.3
Prompt (9)	Skill Rubric	Use Sensory Words and Phrases	CC.4.W.2, W.10

Week 3

Item	Key	Item Descriptor	CCSS Code
1	C	Collective Nouns	CC.4.L.1, L.3
2	D	Collective Nouns	CC.4.L.1, L.3
3	B	Collective Nouns	CC.4.L.1, L.3
4	A	Collective Nouns	CC.4.L.1, L.3
5	A	Collective Nouns	CC.4.L.1, L.3
6	D	Collective Nouns	CC.4.L.1, L.3
Prompt (7)	Skill Rubric	Evaluate Information	CC.4.W.8, W.7, W.9

Unit Test (including Week 4)

Item	Key	Item Descriptor	CCSS Code
1	B	Plural Nouns (change *-y* to *-i*)	CC.4.L.1, L.2
2	D	Capitalize Proper Nouns	CC.4.L.1, L.2, L.2.a
3	A	Irregular Plural Nouns	CC.4.L.1, L.2
4	C	Demonstrative Adjectives	CC.4.L.1, L.3
5	C	Collective Nouns	CC.4.L.1, L.3
6	A	Collective Nouns	CC.4.L.1, L.3
7	A	Editing: Irregular Plural Nouns	CC.4.L.1, L.3, W.5
8	B	Editing: Capitalize Proper Nouns	CC.4.L.1, L.3, W.5, L.2.a
9	A	Editing: Irregular Plural Nouns	CC.4.L.1, L.3, W.5
10	D	Editing: Capitalize Proper Nouns	CC.4.L.1, L.3, W.5, L.2.a
11a	Editing Rubric	Editing Task: Capitalize Proper Nouns	CC.4.L.1, L.2.a, W.5
11b	Editing Rubric	Editing Task: Irregular Plural Nouns	CC.4.L.1, L.2, W.5
11c	Editing Rubric	Editing Task: Collective Nouns	CC.4.L.1, L.3, W.5
11d	Editing Rubric	Editing Task: Demonstrative Adjectives	CC.4.L.1, L.3, W.5
11e	Editing Rubric	Editing Task: Collective Nouns	CC.4.L.1, L.3, W.5
11f	Editing Rubric	Editing Task: Plural Nouns (change *-y* to *-i*)	CC.4.L.1, L.2, W.5
Prompt (12)	Skill Rubric, Writing Rubric	State Main Idea Clearly, Include Supporting Details	CC.4.W.2, W.10

COPY READY

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

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

Answer Keys and Rubrics

Writing, Revising, and Editing

Week 1 Skill Rubric
Item 9 (Prompt) | Signal Words

Student writes about something that happens making	
4 points	effective use of signal words.
3 points	adequate use of signal words.
2 points	occasional use of signal words.
1 point	minimal use of signal words.

Week 2 Skill Rubric
Item 9 (Prompt) | Sensory Language

Student describes a place using	
4 points	vivid sensory language.
3 points	adequate sensory language.
2 points	occasional sensory language.
1 point	minimal sensory language.

Week 3 Skill Rubric
Item 7 (Prompt) | Evaluate Information

Student uses criteria of site type and purpose, author expertise, and date to write	
4 points	an appropriate and accurate evaluation of the sources.
3 points	a mostly accurate evaluation of the sources.
2 points	a somewhat accurate evaluation of the sources.
1 point	an inadequate evaluation of the sources.

Writing, Revising, and Editing

Unit Test Week 4 Skill Rubric
Item 12 (Prompt) | Main Idea and Details

Student writing includes	
4 points	clear main idea statement and abundant relevant supporting details.
3 points	adequate main idea statement and relevant supporting details.
2 points	unclear or missing idea statement and few relevant supporting details.
1 point	no main idea statement and no supporting details.

Use the Writing Rubric on page A3.39 to assess the writing traits of student responses for the Unit Test Writing Prompt.

Unit Test Editing Task
Item 11 | 1 point per correct response

11a	In sentence 1, change "hawaii" to "Hawaii"
11b	In sentence 5, change "gooses" to "geese"
11c	In sentence 6, change "carry" to "carries"
11d	In sentence 7, change "This" to "These"
11e	In sentence 9, change "play" to "plays"
11f	In sentence 10, change "activitys" to "activities"

Reading Comprehension

Unit Test Rubric
Item 17 | Analyze Characters

3 points	Response fully describes a character (the speaker) and provides supporting details.
2 points	Response partially describes a character and provides few or no supporting details.
1 point	Description is minimal and /or incorrect.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

7 points

Points	1	2	3	4	5	6	7
%	10	20	30	40	50	60	100

8 points

Points	1	2	3	4	5	6	7	8
%	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

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

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

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

Name _____ Date _____

Theme

Review the Rules

Fiction stories have a theme, or a main message.

- **Think about the title, characters, setting, and plot.**
- **Ask: *How do these things work together? What is the message of the story*?**

Practice

Read "Kira's Long Weekend" and fill in the Theme Chart. Then, answer the question.

Kira's Long Weekend

Kira's grandparents came to her house for the weekend. Kira wanted to play with her friends at the park. But she had to stay home because of her grandparents. At first, this made Kira mad. Then, she had a great time with Grandma and Grandpa. They played games and cooked food together. Kira realized that spending time with family is very important. She could play with her friends another time.

Theme Chart

Title	**Characters**
Setting	**Plot**

How did Kira change from the beginning to the end of the story? Tell the theme.

_____

_____

_____

_____

Apply

Tell a partner about the theme from one of your Small Group Reading books. List how the characters, setting, plot, and title helped you discover the theme.

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

Name _____ Date _____

Visualize

Review the Rules

To visualize, make a picture in your mind about what you are reading. Think about how the story details make you feel. Ask yourself

- ***What do I see?***
- ***What do I taste?***
- ***What do I touch?***
- ***What do I hear?***
- ***What do I smell?***

Practice

Read "A Day at the Park." Circle the words that relate to the senses. Then, answer the question.

A Day at the Park

LaDonna likes swinging at the park because she always feels so relaxed there. The birds are chirping in the trees, and children are giggling as they played nearby. The fresh air blows on her face as she swings back and forth. Sometimes, fish splash in the lake. LaDonna holds on tight to the old, clunky swing chains. It is another sunny day.

Visualize what is happening in the passage. How did the passage make you feel?

_____

_____

_____

Apply

Share a scene from one of your Small Group Reading books. List details from the scene that help you visualize what is happening.

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

Name _____ Date _____

Writing Trait: Fluency

Review the Rules

Make your writing fluent by

- **using different words to start each sentence**
- **writing in a way that sounds like natural speech.**

Practice

Read the two versions of "Ricardo and the Pear." Circle the version that has the most fluent writing.

Ricardo and the Pear

Ricardo ate a pear. Ricardo's pear was very juicy. Ricardo got juice on his shirt and pants.

Ricardo and the Pear

Ricardo ate a pear. The pear was very juicy. He got juice everywhere!

Apply

Read the passage. Rewrite the passage to make it more fluent.

Jill's Desk

Jill's desk was cluttered. Jill's desk made it hard for her to work on her homework. She was distracted by the books, papers, pencils, and trash. Jill decided to clean the desk. This was in order to concentrate on her assignment.

COPY READY

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

Name _____ Date _____

Figurative Language

COPY READY

Review the Rules

Writers use figurative language to help readers imagine people, places, and things. Similes and metaphors are figurative language.

- **Similes compare two things using the words *like* or *as*. Example: The clouds are like cotton balls, fluffy and white.**
- **Metaphors compare two things by saying one thing is the other. Example: Jonathan is a prince and helps everyone he knows.**

Practice

Read "Presidents in Stone" Circle the examples of figurative language.

Presidents in Stone

This summer, my family went to Mount Rushmore in South Dakota. My mom thought it would be interesting. Mount Rushmore is cool because the faces of four great American presidents poke like ghosts out of the side of a stone mountain. From a distance, the faces are as real as paintings. As you get closer, you think how hard it must have been to make the faces look real. My family climbed a mountain trail to get a closer look. I was a mouse next to these great stone heads. I liked Mount Rushmore a lot. It was fun to see this American landmark. Next year, I want to go back and explore it a little more.

Apply

Tell a partner how an author uses figurative language in one of your Small Group Reading books.

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

Name _____ Date _____

Elements of Poetry

Review the Rules

Writers use rhyme, rhythm, and meter to create poetry.

- **Words that rhyme have the same ending sounds.**
- **Poems can be read with rhythm, or beats.**
- **A poem's meter is the pattern of the rhythm.**

Practice

Read "Beach." Underline the words that rhyme, and then write the a-b pattern on the lines. Mark the stressed and unstressed syllables with a straight line or a curved line.

Beach	
Lying next to a deep blue sea,	_____
Dreaming of what could be.	_____
Hot sand and seagulls,	_____
Sea glass and white shells,	_____
Nothing to do, but be me.	_____

Apply

Tell a partner about a poem from one of your Small Group Reading books. Share what the rhyme and rhythm are.

COPY READY

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

Name _____ Date _____

Visualize

Review the Rules

A writer adds details to help readers visualize what they are reading. When you visualize something, you imagine how it looks, smells, tastes, or feels.

Example: The hot and sticky buns in the oven are ready to come out.

Practice

Read "First Skydive" and complete the chart.

First Skydive

This weekend I jumped out of a plane! As the plane rose into the air, my stomach jumped. But once we were in the air, my instructor reassured me. Many things about the jump made me feel calm and cool. First, I jumped with a partner. My partner was my instructor. He helped me every step of the way. I felt very safe. Second, there were so many things to do, that I did not have time to be scared. I was very busy making sure that my equipment was right. Third, I thought that I would feel like I was falling. It actually felt like my body was hanging in the air, suspended from a rope. Once the parachute opened, I could relax and look at the lush trees and tiny houses and feel the wind blow me around. Skydiving is extremely fun. I will definitely do it again someday.

Details	What I Visualize

Apply

Tell a partner how an author in one of your Small Group Reading books uses details to create pictures for the reader.

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

COPY READY

Name _____ Date _____

Writing Trait: Word Choice

Review the Rules

Writing that has strong word choice

- **paints a picture in your reader's mind**
- **helps your reader experience what you are describing.**

Practice

Read the poem "The Snowstorm." Underline the sensory words and phrases that bring the poem to life.

The Snowstorm

I am caught in an icy whirlwind called a snowstorm.
I hear my boots fall and beat the snow underneath.
My woolly scarf scratches at my mouth and tastes sour.
The wind throws hot icy flakes at my eyes, freezing my lashes.
Suddenly, I smell wood burning in the distance, and
See my house shining like a beacon ahead.
It floats on a sea of white—still, and calm, and holy.

Apply

Write a poem about a familiar place or experience. Use sensory words that describe what you hear, see, feel, smell, and taste.

COPY READY

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

COPY READY

Name _____ Date _____

Main Idea and Details

Review the Rules

Many texts include a main idea and details. Use an outline to show

- **the main, or most important idea**
- **details that support the main idea.**

Practice

Read "Popular Pets." Fill in the main idea and details in the outline.

Popular Pets

Many people enjoy having cats as pets. Cats can live inside or outside of the home. They need food, water, and cat litter. Cat owners often enjoy petting or brushing their furry friends. These trusty felines are sure to keep mice away, too!

Other people prefer to own pet dogs. Dogs also can live inside or outside of the home. But unlike cats, they'll need to be walked for exercise. Dogs don't need litter, but they do need food and water. Dog owners often enjoy playing fetch with their friendly pups. And dogs can bark to alert their owners about any trouble!

Outline

I. _____

A. _____

B. _____

C. _____

II. _____

A. _____

B. _____

C. _____

Apply

Share a main idea and its supporting details from one of your Small Group Reading books. List at least two details about the main idea.

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

Name _____ Date _____

Visualize

Review the Rules

To visualize, make a picture in your mind of what you read.

- **Close your eyes, and imagine you are in the story.**
- **Think about what you see, smell, taste, touch, or hear.**
- **Draw a picture to show what you visualize.**

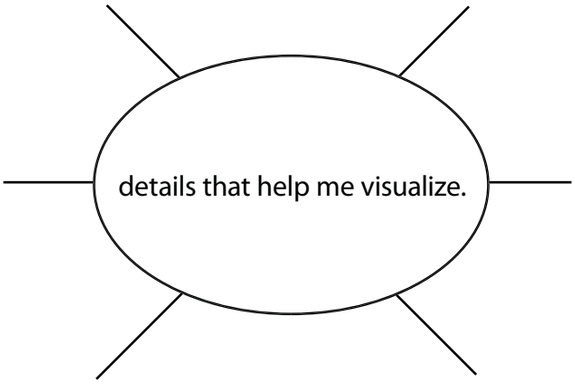
Practice

Read "Fall Cleanup." Fill in the visualize web. On another piece of paper, draw a picture to show what you visualized.

Fall Cleanup

Mallory stepped outside into the crisp fall air. The yard was filled with orange, red, and yellow leaves. She grabbed her favorite rake and put on her work gloves. As she raked the leaves, birds flew quickly past her. Mallory started whistling to the songs the bird sang. She was finished raking quickly.

Visualize Web



Apply

Share a scene from one of your Small Group Reading books. List details from the scene that helped you visualize what was happening.

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

Name _____ Date _____

Interpret Visuals

COPY READY

Review the Rules

A writer includes visuals to help readers understand a text's main idea.

- **Photographs, pictures, graphics, drawings, and illustrations help readers visualize, or "see," facts in a nonfiction text.**
- **Visuals clarify text that might be confusing.**

Practice

Read "Our Neighbor, Mexico" and write how the visual helps you interpret the information about the topic.

Our Neighbor, Mexico

People in the U.S. like to go to Mexico. It has great beaches and friendly people. Many people from Mexico come to the U.S., too. Mexico borders Texas, California, Arizona, and New Mexico. Many people from Mexico live in these states. They bring a lot of things with them. These states have Mexican food, music, and festivals. Many Mexicans who come to the U.S. love the culture in the U.S., too. This part of the country is a great place to live because it blends two cultures.

_____

_____

_____

Apply

Tell a partner how an author in one of your Small Group Reading books uses visuals to provide more information about a topic. List at least two details about the main idea.

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

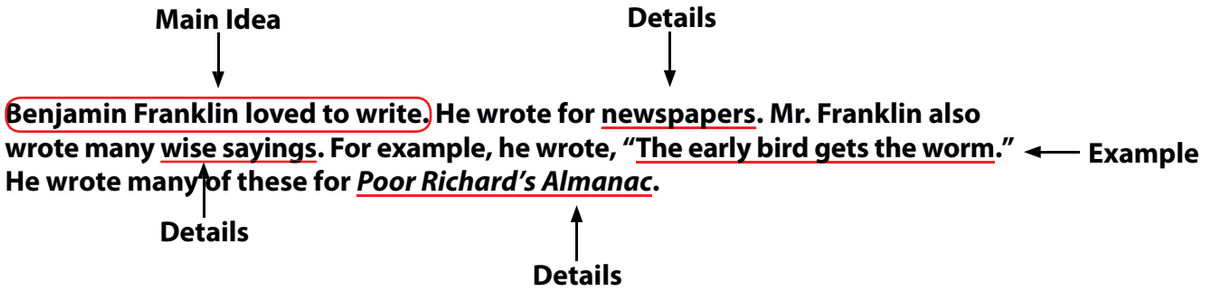
Name _____ Date _____

Explain Text

Review the Rules

A writer adds details and examples to a text in order to explain the main idea.

- **The main idea is the most important idea.**
- **Details and examples help to explain the main idea.**



Practice

Read "Easter Island" and circle the main idea. Then underline the details and examples that explain it.

Easter Island

Easter Island is lonely. It is in the Pacific Ocean. No people live there. It is thousands of miles from any big place. The nearest island is small, and it is 250 miles away. Easter Island actually is an inactive volcano. Most of the land is lava.

Apply

Tell a partner how an author in one of your Small Group Reading books uses details and examples to explain the main idea.

COPY READY

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

Name _____ Date _____

Visualize

Review the Rules

To visualize, make a picture in your mind of what you read.

- **Close your eyes, and imagine you are in the story.**
- **Think about what you see, smell, taste, touch, or hear.**
- **Draw a picture to show what you visualize.**

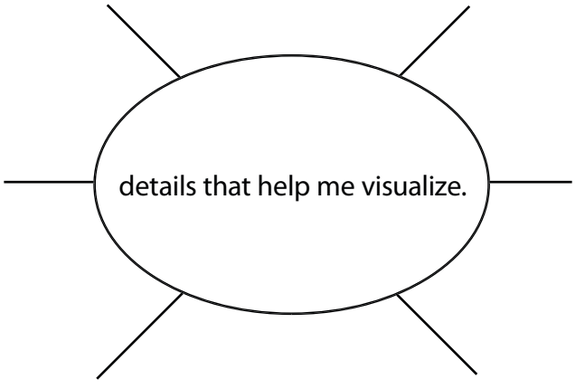
Practice

Read "The Bookstore." Fill in the visualize web. On another piece of paper, draw a picture to show what you visualized.

The Bookstore

Su is excited as she walks into the new bookstore. She'd been waiting for a bookstore to open near her home for years. The large space still smells of fresh paint and wood. Book displays hold new releases and piles of paperbacks. Classical music plays in the background as Su searches for something new to read. She feels like she can stay at the store all day long.

Visualize Web



Apply

Share a scene from one of your Small Group Reading books. List details from the scene that helped you visualize what was happening.

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

COPY READY

Name _____ Date _____

Writing Trait: Ideas

Review the Rules

Writing that has developed ideas

- **has an interesting main idea**
- **supports the main idea with accurate details and examples.**

Practice

Read the article "Land of the Midnight Sun" and circle the main idea. Underline the details and examples that explain the text.

Land of the Midnight Sun

The Arctic Circle is "the land of the midnight sun." During the summer, the sun shines at midnight. In fact, the sun doesn't set all night. This "night" lasts two to four months, depending on the part of the Arctic Circle. Many people find it difficult to fall asleep during the night when the sun is shining. But visitors enjoy midnight sun safaris and cruises.

Apply

Write a short article about an extreme place. Write a clear idea. Then write two details or examples that explain the main idea.

COPY READY

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

Reteaching Masters Answer Key

RT3.1 Theme

Theme Chart

Title	Characters
Kira's Long Weekend	Kira, Grandma, Grandpa
Setting Kira's House	**Plot** Kira had to spend time with her grandparents instead of playing with her friends. She had a great time.

Possible response:

At first Kira is unhappy that she can't play with her friends. But then she has a good time with her grandparents. She realizes that family comes first.

RT3.2 Visualize

A Day at the Park

LaDonna likes swinging at the park because she always feels so relaxed there. The birds are chirping in the trees, and children are giggling as they played nearby. The fresh air blows on her face as she swings back and forth. Sometimes, fish splash in the lake. LaDonna holds on tight to the old, clunky swing chains. It is another sunny day.

Possible response:

This passage makes me feel relaxed. It makes me want to go swing at the park.

RT3.3 Writing Trait: Fluency

Possible response:

Jill's desk was cluttered. The mess made it hard for her to work on her homework. Stacks of paper and piles of trash distracted her. Jill decided it was time to clean. Then, she'd be able to concentrate.

RT3.4 Figurative Language

Presidents in Stone

This summer, my family went to Mount Rushmore in South Dakota. My mom thought it would be interesting. Mount Rushmore is cool because the faces of four great American presidents poke like ghosts out of the side of a stone mountain. From a distance, the faces are as real as paintings. As you get closer, you think how hard it must have been to make the faces look real. My family climbed a mountain trail to get a closer look. I was a mouse next to these great stone heads. I liked Mount Rushmore a lot. It was fun to see this American landmark. Next year, I want to go back and explore it a little more.

RT3.5 Elements of Poetry

Beach

Lying next to a deep blue sea,	a
Dreaming of what could be.	a
Hot sand and seagulls,	b
Sea glass and white shells,	b
Nothing to do, but be me.	a

RT3.6 Visualize

Metaphor	Explanation
	Responses will vary, but students should reflect excitement or fear.
very busy; my body hanging in the air, suspended from a rope; lush trees, tiny houses; feel the wind blow me around; extremely fun	Responses will vary, but students may say that the details made them feel as if they were flying like a bird.

RT3.7 Writing Trait: Word Choice

The Snowstorm

I am caught in an icy whirlwind called a snowstorm.
I hear my boots fall and beat the snow underneath.
My woolly scarf scratches at my mouth and tastes sour.
The wind throws hot icy flakes at my eyes, freezing my lashes.
Suddenly, I smell wood burning in the distance, and
See my house shining like a beacon ahead.
It floats on a sea of white—still, and calm, and holy.

Responses should include words that appeal to the senses.

RT3.8 Main Idea and Details

Outline

I. Many people enjoy having cats as pets.

A. need food, water, litter

B. owners enjoy petting and brushing

C. hunt mice

II. Many people prefer having dogs as pets

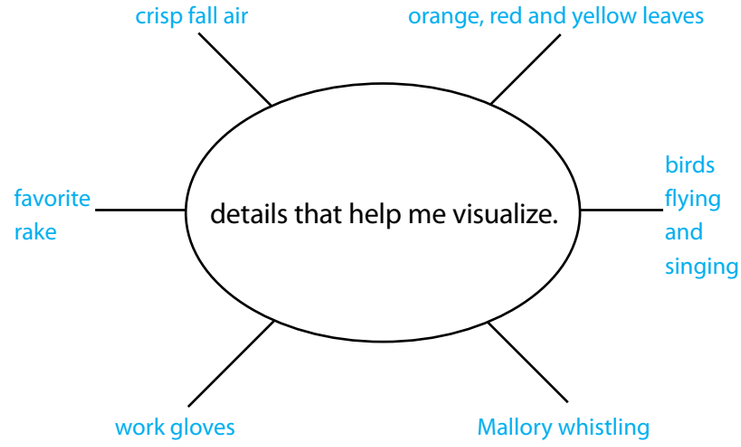
A. need to be walked

B. need food and water

C. owners can play fetch with dogs

RT3.9 Visualize

Visualize Web



RT3.10 Interpret Visuals

Possible response:

The map helps me see where Mexico is. This helps me understand why there are two cultures in the states that are named. Also, I can see that Mexico has a lot of beaches.

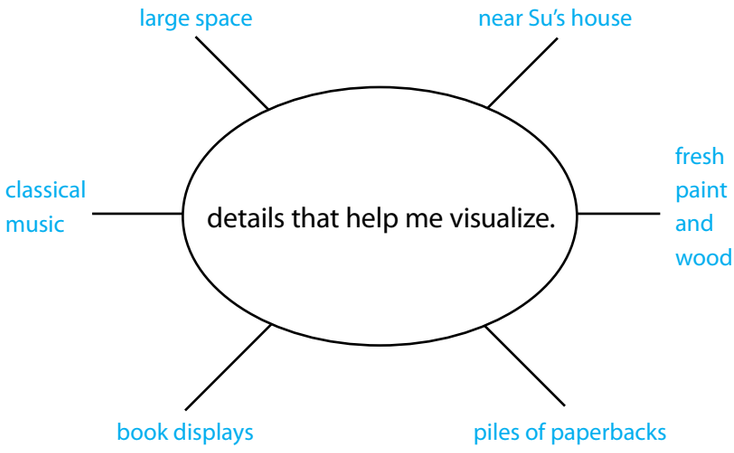
RT3.11 Explain Text

Easter Island

Easter Island is lonely. It is in the Pacific Ocean. No people live there. It is thousands of miles from any big place. The nearest island is small, and it is 250 miles away. Easter Island actually is an inactive volcano. Most of the land is lava.

RT3.12 Visualize

Visualize Web



RT3.13 Writing Trait: Ideas

Land of the Midnight Sun

The Arctic Circle is "the land of the midnight sun." During the summer, the sun shines at midnight. In fact, the sun doesn't set all night. This "night" lasts two to four months, depending on the part of the Arctic Circle. Many people find it difficult to fall asleep during the night when the sun is shining. But visitors enjoy midnight sun safaris and cruises.

Contents

Teaching Resources	Pages
Reading Level Translation Key	R2
Cumulative Key Word List	R3
Anthology Handbook	R4
Anthology Picture Dictionary	R17
Anthology Index	R23

Professional Resources	Pages
Research Base and Bibliography	R27
Scope and Sequence	S&S1
Common Core Standards Correlation	CC1

Additional Resources	Pages
Program Features and Resoures Index	Index1
Skills Index	Index5
Acknowledgements	Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A–2		A–2	K
	B	3		3	
	C			4	
1	D	4	200L–400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
2			200L–400L	15	2
		16			
	K				
	L–M	18–28	300L–500L	18–20	
3	N–P	30–38	500L–700L	22–24	3
4	Q–R	40	650L–850L	26	4
5	S–U	44	750L–950L	28	5
6	V–W	50	850L–1000L		6

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 4 Unit 3 Cumulative Key Word List

ability (n)
accelerate (v)
adaptation (n)
adventure (n)
analyze (v)
ancestor (n)
ancient (adj)
archaeologist (n)
artifact (n)
astronaut (n)
atmosphere (n)
author's purpose
available (adj)
average (n)
balance (n)
behavior (n)
belief (n)
benefit (n)
border (n)
canyon (n)
capacity (n)
cause (n)
ceremony (n)
characteristic (n)
chart (n)
civilization (n)
clarify (v)
coastal (adj)
colony (n)
command (n)
communication (n)
comparison (n)
compass (n)
competition (n)
conclusion (n)
conservation (n)
constant (n)
contain (v)
continent (n)
control (v)
convert (v)
country (n)
courage (n)
craft (n)
create (v)
culture (n)
currency (n)
current (adj)
custom (n)
decompose (v)
defend (v)
detail (n)
determine (v)
discovery (n)
distance (n)
effect (n)
electricity (n)
element (n)
elevation (n)
empire (n)
environment (n)
equator (n)
examine (v)
experiment (n)
exploration (n)
express (v)
feature (n)
figurative language
flow (v)
force (n)
galleon (n)
generalization (n)
generate (v)
globe (n)
graph (n)
habitat (n)
height (n)
hemisphere (n)
heritage (n)
hero (n)
historical (adj)
humid (adj)
hyperbole (n)
imagine (v)
imitate (v)
inference (n)
influence (v)
inhabitant (n)
inherit (v)
interact (v)
interpret (v)
introduce (v)
invade (v)
investigate (v)
landform (n)
landscape (n)
language (n)
launch (v)
learn (v)
legend (n)
limit (v)
locate (v)
map (n)
marriage (n)
material (n)
measure (v)
medium (n)
memory (n)
merchant (n)
migration (n)
mission (n)
modify (v)
mold (n)
monitor (v)
motion (n)
motive (n)
musical (adj)
narrator (n)
native (adj)
natural (adj)
navigation (n)
object (n)
occasion (n)
ocean (n)
official (adj)
orbit (v)
outcome (n)
outline (n)
pattern (n)
perform (v)
physical (adj)
plain (n)
planet (n)
plateau (n)
population (n)
port (n)
pottery(n)
power (n)
predator (n)
preserve (v)
president (n)
preview (v)
prey (n)
principle (n)
procedure (n)
project (n)
protect (v)
range (n)
rate (n)
record (n)
region (n)
relate (v)
relationship (n)
renewable (adj)
resistance (n)
resource (n)
response (n)
responsible (adj)
risk (n)
ritual (n)
role (n)
rotation (n)
route (n)
scale (n)
scarce (adj)
sequence (n)
service (n)
site (n)
skill (n)
solution (n)
solve (v)
species (n)
speed (n)
spore (n)
spread (v)
stanza (n)
strategy (n)
style (n)
suggest (v)
surface (n)
survival (n)
synthesize (v)
technology (n)
theme (n)
threatened (adj)
tool (n)
trade (v)
tradition (n)
trait (n)
transport (v)
treasure (n)
trickster (n)
valley (n)
value (v)
visualize (v)
volunteer (n)
weave (v)

Words from Unit 3 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook

Handbook Contents

Page 566

Strategies for Learning Language 568

Vocabulary Strategies 570–575
- Use What You Know 570
- Use Context Clues 571
- Use Word Parts 572
- Beyond the Literal Meaning 574

Reading Strategies 576

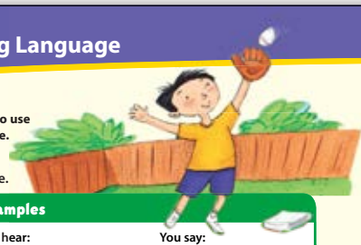
Writing and Research 578–587
- Prewrite 578–583
  - Use Information Resources
    - Books 579
    - Encyclopedias 580
    - Magazines and Experts 581
    - Internet 582
- Draft 584
- Revise 585
- Edit and Proofread 586
- Publish 587

Writing Traits and Rubrics 588–591
- Focus and Coherence 588
- Development of Ideas 589
- Organization 590
- Voice 591
- Written Conventions 591

Grammar, Usage, Mechanics, and Spelling 592–615
- Sentences 592
- Nouns 595
- Pronouns 600
- Adjectives 602
- Verbs 604
- Adverbs 609
- Prepositions 610
- Capital Letters 611
- Punctuation 613

Page 567

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.	**You hear:** Way to go, Joe! Fantastic catch!	**You say:** Way to go, Joe! Fantastic catch!
Recite songs and poems.	*My Family Tree* *Two grandmas, one brother,* *Two grandpas, one mother,* *One father, and then there's me.* *Eight of us together* *Make up my family tree.*	Two grandmas, one brother,...
Listen to others and use their language.	**You hear:** *"When did you know that something was missing?"*	**You say:** *"I knew that something was missing when I got to class."*

2 Ask for help.

What to Do	Examples		
Ask questions about how to use language.	Did I say that right?	Did I use that word in the right way?	Which is correct, "bringed" or "brought"?
Use your native language or English to make sure that you understand.	**You say:** *"Wait! Could you say that again more slowly, please?"*	**Other options:** *"Does 'violet' mean 'purple'?"* *"Is 'enormous' another way to say 'big'?"*	

Page 568

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	I will hold up five fingers to show that I need five more minutes.
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	Let's give him a hand. / Everyone is clapping. "Give him a hand" must mean to clap for him.

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	Was it correct to use "they" when I talked about my grandparents? / Did I add **'s** to show ownership?
Keep notes about what you've learned. Use your notes to practice using English.	How to Ask Questions • I can start a question with "is," "can," or "do": Do you have my math book? • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information: Where did you put my math book?

Page 569

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 **magnífico**. 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."

Page 570

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
Definition Gives the word's meaning.	*is, are, was, refers to, means*	Hazardous ***refers to*** **something that causes harm or injury**.
Restatement Gives the word's meaning in a different way, usually after a comma.	*or*	Mountain climbing can be hazardous, ***or*** **result in injuries to climbers**.
Synonym Gives a word or phrase that means almost the same thing.	*like, also*	Sudden drops in temperature can be hazardous. ***Also*** **dangerous** are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	*but, unlike*	The subzero temperatures can be hazardous, ***but*** special gear keeps the climbers **safe**.
Examples Gives examples of what the word means.	*such as, for example, including*	Climbers prepare for hazardous situations. ***For example***, they carry **extra food, equipment for heavy snowfall, and first-aid kits**.

Page 571

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.
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
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.

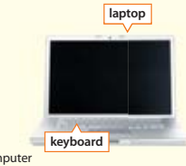
keyboard = key + board

key = button
+
board = flat surface

keyboard = flat part of computer with buttons

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.
2. Put the meanings of the word parts together.

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."

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

Page 572

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.
2. Put the meanings of the word parts together.

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

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.
2. Focus on the root. Do you know other words with the same root?
3. Put the meanings of all the word parts together.

I won't be done in time if there's one more **interruption**!

inter + rupt + ion

prefix **root** **suffix**

"I've seen the root **rupt** in the words *erupt* and *rupture*.

'rupt' must have something to do with breaking or destroying something."

between **act or process**

inter + rupt + ion = interruption

break **a break in activity**

Page 573

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 **as sluggishly as a snail**.	Cory and a snail	They both move very slowly.
His skin was **like sheets of sandpaper.**	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 **sun's rays were a thousand bee stings** on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only **companion was thirst.**	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 **angry sun** kept punishing him.	sun	has feelings
A **cactus reached out to** him.	cactus	is able to be friendly

Page 574

Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:	What you mean:
If the topic is Mars, **I'm all ears.**	If the topic is Mars, **I'll listen very carefully**.
Break a leg!	**Good luck!**
Rachel had **to eat her words.**	Rachel had **to say she was wrong.**
Give me a break!	**That's ridiculous!**
Hang on.	**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!**

Page 575

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.

Page 576

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.

Page 577

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 want 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 579–582 to find information that answers your questions. Take notes.

Page 578

Use Information Resources

Books

A book is a good source of information.

Notecard

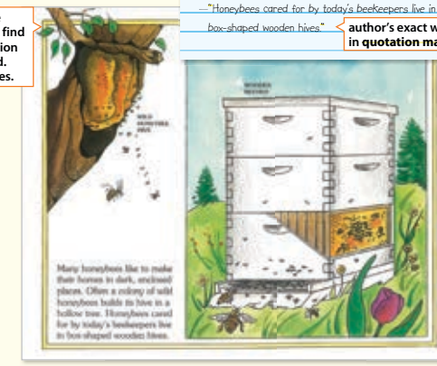
Where do honeybees live? — research question

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.



Page 579

Writing and Research, *continued*

Encyclopedias

Each encyclopedia volume has facts about different topics.

guide words

article

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.

Page 580

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

Page 581

Writing and Research, *continued*

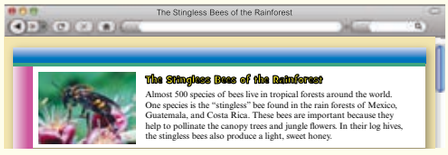
Internet

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.

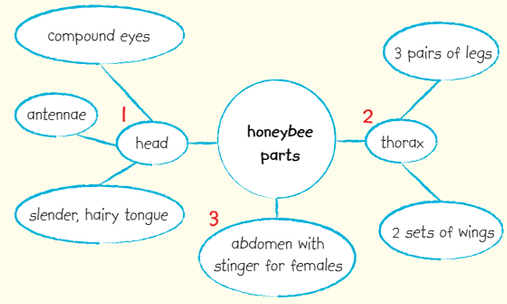


582

Page 582

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

583

Page 583

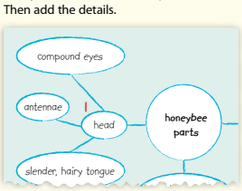
Writing and Research, *continued*

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.

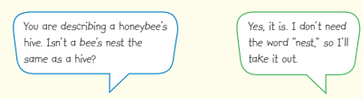
584

Page 584

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.



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 to 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~~ predators. A hive needs to hold thousands of bees and all the nectar and pollen 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.

585

Page 585

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 bodyes 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.

Page 586

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.

Page 587

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?
4	❑ All of the ideas are about the same topic.	❑ There is a beginning and an end. ❑ All of the details in the middle are important.
3	❑ Most of the ideas are about the same topic.	❑ There is a beginning and an end. ❑ Most of the details in the middle are important.
2	❑ There are many ideas that don't go together. It is hard to tell what the writing is all about.	❑ The writing has a beginning or an end, but it doesn't have both. ❑ Some of the details in the middle don't belong there.
1	❑ The ideas don't go together. I can't tell what the writing is really about.	❑ The writing does not have a beginning. ❑ The writing does not have an end.

Page 588

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?
4	❑ The writer has thought about the topic carefully. ❑ The ideas are presented in a very interesting way.	❑ The writing answered all of my questions. There were enough details to help me understand.
3	❑ The writer has thought about the topic. ❑ The ideas are presented in an interesting way.	❑ The writing answered most of my questions. There were enough details to help me understand.
2	❑ The writer doesn't seem to have thought about the topic very much. ❑ The writing is OK, but not interesting.	❑ I have some questions that were not answered.
1	❑ The writer doesn't seem to have thought about the topic at all. ❑ The ideas are presented in a boring way.	❑ I have a lot of questions. The writing didn't tell me enough.

Page 589

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	❑ The writing is very well-organized. It fits the writer's purpose.	❑ The writing is very smooth. Each idea flows into the next one.
3	❑ The writing is organized. It fits the writer's purpose.	❑ Most of the writing is smooth. There are only a few places where it jumps around.
2	❑ The writing is organized, but doesn't fit the writer's purpose.	❑ The writing jumps from one idea to another idea, but I can follow it a little.
1	❑ The writing is not organized. Maybe the writer forgot to use a chart to plan.	❑ I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized

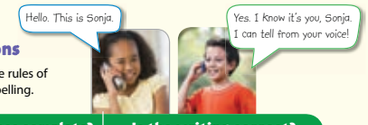
Not organized

Page 590

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	❑ The writing shows who the writer is. ❑ The writer is talking right to me.	❑ The writer uses words that really fit the purpose and audience.
3	❑ The writing shows who the writer is. ❑ The writer sounds real.	❑ The writer uses good words for the purpose and audience.
2	❑ It's hard to tell who the writer is. ❑ The writer isn't talking to me.	❑ The writer uses some words that fit the purpose and audience.
1	❑ I can't tell who the writer is. The writer doesn't seem to care.	❑ The words don't fit the purpose and audience.



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	❑ Every sentence has a subject and a predicate.	❑ All the punctuation, capitalization, and spelling is correct.
3	❑ Most of the sentences have a subject and a predicate.	❑ Most of the punctuation, spelling, and capitalization is correct.
2	❑ Some of the sentences are missing subjects or predicates.	❑ The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	❑ Several sentences are missing subjects or predicates.	❑ There are many errors. The writing is very confusing.

Page 591

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?
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. If a command shows strong emotion, it ends with an exclamation mark.	Please **bring** me a size 10. **Don't open** the door yet. Wait until I come out!

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is**, **Do**, **Can**, **Are**, and **Will**.

Other questions ask for more information. They start with words such as **Who**, **What**, **Where**, **When**, and **Why**.

Do you have a size 10?
Answer: Yes.

Are these shirts on sale?
Answer: No.

What colors do you have?
Answer: We have red and blue.

Where can I try this on?
Answer: You can use this room.

Page 592

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.

Page 593

Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction **and** to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall**,** **and** I go with them.
Use a comma and the conjunction **but** to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall**,** **but** I ride my bike.
Use a comma and the conjunction **or** 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**,** **or** you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An **independent clause** expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A **dependent clause** does not express a complete thought. It is not a sentence.	before it gets busy
To make a **complex sentence**, join an **independent clause** with one or more **dependent clauses**. If the dependent clause comes first, put a **comma** after it.	**Before it gets busy,** **Mom and her friends walk around the mall for exercise.**

Page 594

Nouns

Nouns name people, animals, places, or things.

Common Nouns and Proper Nouns

There are two kinds of nouns.

A **common noun** names any person, animal, place, or thing of a certain type.	I know that **girl**. She rides a **horse**. I sometimes see her at the **park**. She walks her **dog** there.
A **proper noun** names a particular person, animal, place, or thing.	
• Start all the important words with a capital letter.	I know **Marissa**. I sometimes see her at **Hilltop Park**. She walks her dog **Chase** there.
• Start the names of streets, cities, and states with a capital letter. • Also use capital letters when you abbreviate state names.	Her family is from **Dallas, Texas**. They live on **Crockett Lane**.

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
Georgea	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY

Page 595

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 **-s** to most singular count nouns to form the plural count noun.	bicycle → bicycle**s** club → club**s**
Add **-es** to count nouns that end in **x**, **ch**, **sh**, **ss**, **z**, and sometimes **o**.	tax → tax**es** bench → bench**es** wish → wish**es** loss → loss**es** potato → potato**es**
For count nouns that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For nouns that end in a vowel plus **y**, just add **-s**.	berr**y** → berr**ies** famil**y** → famil**ies** boy → boy**s** day → day**s**
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children

Page 596

Noncount Nouns

Noncount nouns name things that you cannot count.
Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain **YES:** **Thunder** and **lightning** scare my dog. **NO:** Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as **cup, slice, glass**, or **head** plus the word **of**. To show the plural form, make the measurement word plural.	bread corn milk rice soup **YES:** I'm thirsty for **milk**. I want **two glasses of milk.** **NO:** I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work **YES:** I need **help** to finish my homework. **NO:** I need helps to finish my homework.
Category Nouns	clothing equipment mail money time **YES:** My football **equipment** is in the car. **NO:** My football equipments is in the car.
Materials	air gold paper water wood **YES:** Is the **water** in this river clean? **NO:** Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer **YES:** I played **soccer** three times this week. **NO:** I played soccers three times this week.

Page 597

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.	**Some jokes** are funny. Do you have **a favorite joke**? I have **an uncle** who knows a lot of jokes.
Use **an** instead of **a** before a word that begins with a vowel sound.	It is **an event** when my uncle comes to visit. He lives about **an hour** away from us.
Do not use **a** or **an** before a noncount noun.	He drives in ~~a~~ snow, ~~a~~ fog, or ~~an~~ ice to get here.
Use **the** to talk about something specific.	Uncle Raul is **the** uncle I told you about. **The** jokes he tells make me laugh!
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 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

Page 598

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.

Page 599

Grammar, Usage, Mechanics, and Spelling *continued*

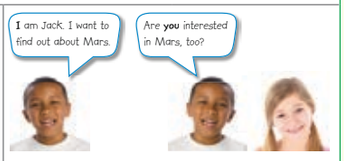
Pronouns

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.
Use **you** to speak to another person.	Are **you** interested in Mars, too?
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?
Use **we** for yourself and one or more people.	Yes. Sam and I are ready. **We** give a report tomorrow.
Use **they** for other people or things.	Scott and Tyrone set up the video camera. **They** will record each presentation.

Page 600

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**.	I wrote a report about the sun. The report about the sun is **mine**.
Use **ours** to show that you and one or more people own something.	**Meg, Bob, and I** drew diagrams. The diagrams are **ours**.
Use **yours** to show that something belongs to one or more people you are talking to.	Have you seen my report, Matt? Yes, that report is **yours**.
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**.

Possessive Pronouns	
Singular	**Plural**
mine	ours
yours	yours
his, hers	theirs

Page 601

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."

When you don't know the exact number of things, use the adjectives in the chart.

The sellers have **two** baskets of beans.
The **first** basket is near the limes.
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.

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

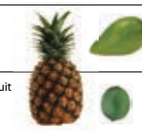
Page 602

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, larger, largest
nice, nicer, nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty, prettier, prettiest
crazy, crazier, 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, bigger, biggest
sad, sadder, saddest

A few adjectives have special forms for comparing things.

good	bad	little
better	worse	less
best	worst	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 colorfulest.
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.

Page 603

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 *have*
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 *be*	
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.

Page 604

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.

- 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.

Pedro and I **are racing** today.
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 are riding fast.
They're riding fast.

You can make a contraction with the verbs **am**, **are**, and **is**.

Contractions with *Be*

I	+ am =	**I'm**	she	+ is =	**she's**
you	+ are =	**you're**	where	+ is =	**where's**
we	+ are =	**we're**	what	+ is =	**what's**

You can make a contraction with the helping verbs **have**, **has**, and **will**.

Contractions with *Have* and *Will*

I	+ have =	**I've**	he	+ has =	**he's**
you	+ have =	**you've**	I	+ will =	**I'll**
they	+ have =	**they've**	it	+ will =	**it'll**

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with *Not*

do	+ not =	**don't**	have	+ not =	**haven't**
did	+ not =	**didn't**	has	+ not =	**hasn't**
are	+ not =	**aren't**	could	+ not =	**couldn't**
was	+ not =	**wasn't**	should	+ not =	**shouldn't**

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

Page 605

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.	Pedro **eats** his breakfast. Then he **takes** his bike out of the garage. Pedro and I **love** to ride our bikes on weekends.
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**.	**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.
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**.	We **are pedaling** faster. I **am passing** Pedro! He **is following** right behind me.

Page 606

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 watch**ed** the race on TV. The bikers **arrive**d from all different countries. They **race**d for several hours. People **grab**b**ed** their cameras. They **snap**p**ed** pictures of their favorite racer. I **studi**ed the racer from Italy. I **stay**ed 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

Page 607

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.

Page 608

Adverbs

An adverb tells more about a verb, an adjective, or another adverb.

How Adverbs Work

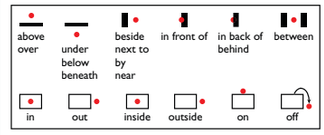
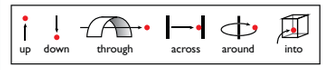
An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."	Josh **walks quickly** to the bus stop. (how) He **will travel downtown** on the bus. (where) He **will arrive** at school **soon**. (when) Josh **never misses** a day of school. (how often)
An **adverb** can make an **adjective** or another adverb stronger.	Josh is **really good** at baseball. He plays **very well**.
Some **adverbs** compare actions. Add **-er** 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.	less Josh drops a ball 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.	well I do not catch ~~good~~ at all.

Page 609

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.	
Some prepositions show **direction**.	
Some prepositions tell **when something happens**.	**before** lunch **during** lunch **after** lunch **in** 2003 **in** September **in** the afternoon **on** September 16 **at** four o'clock **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**~~.

Page 610

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	**M**att **J**. **K**elly and **M**att **R**oss will ride with **D**r. **B**ye. **M**agdalena and I are going with **M**rs. **L**iu.
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	We're going the first **S**aturday in **J**anuary. **Days of the Week**: **S**unday **S**un., **M**onday **M**on., **T**uesday **T**ue., **W**ednesday **W**ed., **T**hursday **T**hurs., **F**riday **F**ri., **S**aturday **S**at. **Months of the Year**: **J**anuary **J**an., **F**ebruary **F**eb., **M**arch **M**ar., **A**pril **A**pr., **M**ay, **J**une, **J**uly (These months are not abbreviated.), **A**ugust **A**ug., **S**eptember **S**ep., **O**ctober **O**ct., **N**ovember **N**ov., **D**ecember **D**ec.
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

Page 611

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	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.
• streets, cities, and states	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, and planets and stars	**Landforms and Bodies of Water**: **R**ocky **M**ountains, **S**ahara **D**esert, **G**rand **C**anyon, **P**acific **O**cean, **C**olorado **R**iver, **L**ake **E**rie **Continents**: **A**frica, **A**ntarctica, **A**sia, **A**ustralia, **E**urope, **N**orth **A**merica, **S**outh **A**merica **Planets and Stars**: **E**arth, **M**ars, the **B**ig **D**ipper, the **M**ilky **W**ay
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!

Page 612

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: Kitty B. Perry Downtown Pet Sales 2456 N. Yale Ave. Houston, TX 77074 **TX is the abbreviation for the state of Texas.**

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!

Page 613

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

Page 614

Quotation Marks

Use quotation marks • to show a speaker's exact words	"Ms. Perry, this is the dog for me!" Becca said.
• to show the exact words from a book or other printed material	The ad said "friendly puppies" for sale.
• the title of a magazine or newspaper article	I saw the idea in the article "Keeping Your Pet Happy."
• the title of a chapter from a book.	Now I'm on the chapter "Working Dogs" in my book.
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.

Page 615

Anthology Picture Dictionary

Picture Dictionary

The definitions are for the words introduced in this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds

b	box	p	pan
ch	chick	r	ring
d	dog	s	bus
f	fish	sh	fish
g	girl	t	hat
h	hat	th	Earth
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 Short Vowel Sounds

a	hat
e	bell
i	chick
o	box
u	bus

Symbols for Long Vowel Sounds

ā	cake
ē	key
ī	bike
ō	goat
yū	mule

Symbols for R-controlled Sounds

ar	barn
air	chair
ear	ear
ir	fire
or	corn
ur	girl

Symbols for Variant Vowel Sounds

ah	father
aw	ball
oi	boy
oo	book
ow	cow
ü	fruit

Miscellaneous Symbols

shun	fraction
chun	question
zhun	division

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.

elevation
(el-u-**vā**-shun) *noun*
Elevation describes how high the land is in an area.

*A mountain can have a very high **elevation**.*

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

Page 616

A

ability
(u-**bi**-lu-tē) *noun*
An **ability** is a skill.

*This girl has the **ability** to play the flute.*

accelerate
(ik-**se**-lu-rāt) *verb*
When someone **accelerates** they move faster.

*A racecar **accelerates** to the finish line.*

adaptation
(a-dap-**tā**-shun) *noun*
An **adaptation** is a change that a species develops to live in an environment.

*A giraffe's long neck and legs are **adaptations** so it can eat from tall trees.*

adventure
(ud-**ven**-chur) *noun*
An **adventure** is an exciting experience.

*Early explorers had many **adventures**.*

ancestor
(**an**-ses-tur) *noun*
An **ancestor** is a family member who lived a long time ago.

*The boy is learning about his **ancestors**.*

ancient
(**ān**t-shunt) *adjective*
When something is **ancient**, it is very old or it happened in the past.

*There are **ancient** buildings all around the world.*

Page 617

archaeologist
(ar-kē-**ah**-lu-jist) *noun*
An **archaeologist** is someone who studies old buildings and civilizations.

***Archaeologists** discover new information about ancient cultures.*

artifact
(ar-ti-**fakt**) *noun*
An **artifact** is something that a human made long ago, such as a tool or a weapon.

***Artifacts** such as these arrowheads were used for hunting.*

astronaut
(**as**-tru-nawt) *noun*
An **astronaut** is someone who travels in space.

***Astronauts** wear special equipment so they can breathe in space.*

atmosphere
(**at**-mu-sfear) *noun*
The **atmosphere** is the mixture of gases that are all around a planet.

*Clouds form in the **atmosphere**.*

available
(u-**vā**-lu-bul) *adjective*
When something is **available**, it is ready to take.

*Fresh fruit is **available** in summer.*

average
(**a**-vu-rij) *noun*
An **average** is an amount that is usual for a group.

*Bears have an **average** of two cubs.*

B

balance
(ba-luns) *noun*
When something is in **balance**, it is steady.

*If she keeps her **balance**, she will not fall.*

behavior
(bi-**hā**-vyur) *noun*
Behavior is how a living thing acts.

*You can train an animal to learn a new **behavior**.*

Page 618

belief
(bu-**lēf**) *noun*
A **belief** is a feeling that something is true.

*What is your **belief** about hard work?*

benefit
(**be**-nu-fit) *noun*
A **benefit** is something helpful.

*One **benefit** of living near school is that you can walk there.*

border
(**bor**-dur) *noun*
A **border** is an edge or outline.

*The frame makes a **border** around the art.*

C

canyon
(**kan**-yun) *noun*
A **canyon** is a very deep valley.

*Most **canyons** are formed by rivers.*

capacity
(ku-**pa**-su-tē) *noun*
The **capacity** of an object is the most it can hold.

*This bucket has a **capacity** of 1 gallon.*

ceremony
(**ser**-u-mō-nē) *noun*
A **ceremony** is a special event where something is celebrated.

*They exchange rings at their wedding **ceremony**.*

characteristic
(kair-ik-tu-**ris**-tik) *noun*
A **characteristic** is a feature.

*White marks are a **characteristic** of this snake.*

chart
(**chart**) *noun*
A **chart** shows information with numbers, pictures, and symbols.

*This **chart** is on a computer screen.*

Page 619

Anthology Picture Dictionary, continued

civilization
(si-vu-lu-**zā**-shun) *noun*
A **civilization** is an organized society of people.

*There have been many advanced **civilizations** around the world.*

coastal
(**kōs**-tul) *adjective*
Coastal areas are sections of land next to an ocean.

*Large waves often crash into **coastal** areas.*

colony
(**kah**-lu-nē) *noun*
A **colony** is a region that another country controls.

*These states were **colonies** of England.*

command
(ku-**mand**) *noun*
A **command** is an order for what someone wants you to do.

*The general gave a **command** to his troops.*

communication
(ku-myū-nu-**kā**-shun) *noun*
Communication is the sharing of information.

*Cell phones have made **communication** easier.*

compass
(**kum**-pus) *noun*
A **compass** is a tool with a magnet that can show you which direction is north.

***Compasses** help sailors know where to go.*

competition
(kom-pu-**ti**-shun) *noun*
A **competition** is a contest.

*The runners are in **competition** to win the race.*

Page 620

conservation
(kon-sir-**vā**-shun) *noun*
Conservation means saving or protecting something.

*Through **conservation**, many animals' lives have been saved.*

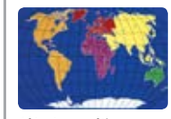
constant
(**kon**-stunt) *noun*
Something that never changes is a **constant**.

*The number of days in a week is a **constant**.*

contain
(kun-**tān**) *verb*
To **contain** something is to hold it inside.

*This jar **contains** many coins.*

continent
(**kon**-tu-nunt) *noun*
A **continent** is a large body of land.



*Africa is one of the seven **continents** on Earth.*

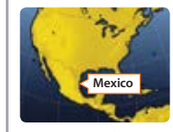
control
(kun-**trōl**) *verb*
To **control** something is to be in charge of it.

*The driver **controls** where the car goes.*

convert
(kun-**vurt**) *verb*
When you **convert** something, you change it from one thing into another.

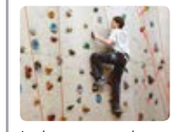
*A solar panel **converts** sunlight into electricity.*

country
(**kun**-trē) *noun*
A **country** is a nation with its land and people.



*Mexico is a **country** in North America.*

courage
(**kur**-ij) *noun*
If you have **courage**, you are brave.



*It takes **courage** to do challenging things.*

Page 621

craft
(**kraft**) *noun*
Crafts are usually items that you make by hand.

*Making dolls by hand is a **craft**.*

create
(krē-**āt**) *verb*
To **create** means to make something new.

*The tiles **create** a pattern on the floor.*

culture
(**kul**-chur) *noun*
People's ideas and way of life make up a **culture**.

*Sports can be part of a **culture**.*

currency
(**kur**-unt-sē) *noun*
Currency is the type of money that is used in an area.

*The dollar is the **currency** in the United States.*

current
(**kur**-unt) *adjective*
When something is **current**, it is happening now.

*You can see **current** news stories on TV.*

custom
(**kus**-tum) *noun*
A **custom** is the usual way of doing something.

*Their **custom** is to eat cereal for breakfast.*

decompose
(dē-kum-**pōz**) *verb*
Something **decomposes** when it breaks down. Living things decompose after they die.

*A fallen tree will soon **decompose**.*

Page 622

defend
(di-**fend**) *verb*
When something **defends** itself, it protects itself from danger.

*A porcupine can **defend** itself.*

discovery
(dis-**ku**-vu-rē) *noun*
When you find things, you make a **discovery**.

*Her **discovery** is a new germ.*

distance
(**dis**-tuns) *noun*
Distance is the amount of space between two things.

*Today, we can fly a long **distance** very quickly.*

electricity
(i-**lek**-tri-su-tē) *noun*
Electricity is a form of energy that can produce light, heat, and power.

*People use **electricity** to power their appliances.*

element
(**e**-lu-munt) *noun*
An **element** is a simple part of something that is bigger.

*Wind is one **element** in a storm.*

elevation
(el-u-**vā**-shun) *noun*
Elevation describes how high the land is in an area.

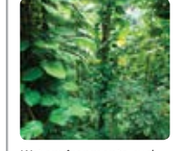
*A mountain can have a very high **elevation**.*

empire
(**em**-pīr) *noun*
An **empire** is a group of countries under one ruler.

*As the Roman **Empire** spread, so did the Latin language.*

environment
(in-**vī**-run-munt) *noun*
An **environment** is the area where something lives.

*Plants grow well in a sunny **environment**.*



*Wet **environments**, such as rain forests, are also rich in plant life.*

Page 623

equator
(i-**kwā**-tur) *noun*
The **equator** is an imaginary line that separates the northern and southern hemispheres of the earth.

*The **equator** goes all the way around the earth.*

*Countries along the **equator** include Ecuador, Colombia, and Brazil.*

examine
(ig-**za**-mun) *verb*
To **examine** something is to look at it closely.

*With a hand lens, you can **examine** a butterfly.*

experiment
(ik-**sper**-u-munt) *noun*
An **experiment** is a test that people do to find out how things work.

*Her **experiment** on plant growth won first prize.*

exploration
(ek-splu-**rā**-shun) *noun*
An **exploration** is a search.

*Astronauts learn about space from their **exploration**.*

express
(ik-**spres**) *verb*
To **express** yourself means to show how you feel.

*A smile can **express** joy.*

F

feature
(**fē**-chur) *noun*
A **feature** is part of something.

*Sharp teeth are **features** that help sharks hunt.*

flow
(**flō**) *verb*
To **flow** is to move freely.

*Water **flows** from a fountain without stopping.*

force
(**fors**) *noun*
A **force** is a great power in nature.

*The **force** of rushing water can break apart roads.*

Page 624

G

galleon
(**ga**-lē-un) *noun*
A **galleon** is a large sailing ship that was used hundreds of years ago.

*In the 17th century, people would sail **galleons** all around the world.*

generate
(**je**-nu-rāt) *verb*
To **generate** something is to make it from other materials.

*Windmills are used to **generate** electricity.*

globe
(**glōb**) *noun*
A **globe** is a ball with the map of the earth on it.

*The students studied the **globe** in their social studies class.*

H

habitat
(**ha**-bu-tat) *noun*
A **habitat** is a place where an organism can live and flourish.

*Some snakes live in a hot, desert **habitat**.*

height
(**hīt**) *noun*
Height is the measurement of how tall someone or something is.

*These boys are different **heights**.*

hemisphere
(**he**-mu-sfear) *noun*
A **hemisphere** is one half of the earth.

*The equator separates the two **hemispheres**.*

heritage
(**hair**-u-tij) *noun*
Your **heritage** is the traditions, ideas, and language that come from your ancestors.

*Playing a traditional instrument is part of his Indonesian **heritage**.*

Page 625

hero
(**hēr**-ō) *noun*
A **hero** is a person admired by others for being brave.

*When the firefighter rescued the child, everyone said he was a **hero**.*

humid
(**hyū**-mud) *adjective*
It is **humid** when there is a lot of moisture in the air.

*A hot and **humid** greenhouse is good for plants.*

I

imagine
(i-**ma**-jun) *verb*
To **imagine** something is to picture it in your mind.

*Your art shows others what you **imagine**.*

imitate
(**i**-mu-tāt) *verb*
When you **imitate** something, you try to copy it.

*Babies will try to **imitate** their mothers' smiles.*

influence
(in-**flū**-unts) *verb*
To **influence** someone is to affect that person.

*Family members can **influence** your interests.*

inhabitant
(in-**ha**-bu-tunt) *noun*
An **inhabitant** is a person who lives somewhere.

*These people are **inhabitants** of Japan.*

inherit
(in-**hair**-ut) *verb*
To **inherit** means to get things, usually from parents.

*Skunks **inherit** their stripes.*

interact
(in-tur-**akt**) *verb*
When you **interact**, you communicate in some way.

*This girl **interacts** with the horse.*

Page 626

interpret
(in-**tur**-prut) *verb*
To **interpret** something is to tell what you think it means.

*Can you **interpret** these signs?*

introduce
(in-tru-**dūs**) *verb*
When people **introduce** themselves, they meet for the first time.

*A handshake is a friendly way to **introduce** yourself.*

invade
(in-**vād**) *verb*
To **invade** something is to take it over without permission.

*Sometimes people **invade** natural habitats.*

investigate
(in-**ves**-tu-gāt) *verb*
When you **investigate** something, you find out about it.

*The boy **investigates** the cave.*

L

landform
(**land**-form) *noun*
A **landform** is the natural shape of a section of land.

*A mountain is a large **landform**.*

landscape
(**land**-skāp) *noun*
A **landscape** is a large area of land.

*These hills are part of this pretty green **landscape**.*

language
(**lang**-gwij) *noun*
Language is a way of sharing ideas.

*Writing is a form of **language**.*

Page 627

launch ➤ marriage

launch
(**lawnch**) *verb*
When you **launch** something, you send it up into the air.

*This rocket was **launched** into space.*

learn
(**lurn**) *verb*
To **learn** is to gain new skills and information.

*This calf must **learn** to walk.*

legend
(**le**-jund) *noun*
A **legend** explains symbols on a map.

*This **legend** shows blue lines as rivers.*

limit
(**li**-mut) *verb*
To **limit** something is to stop it after a set time or amount.

*Many parents **limit** TV viewing.*

locate
(**lō**-kāt) *verb*
To **locate** is to find.

*We use maps to **locate** cities and states.*

M

map
(**map**) *noun*
A **map** is a drawing of Earth's surface, or a part of it.

*The class looks at the world **map**.*

marriage
(**mair**-ij) *noun*
A **marriage** is a wedding ceremony that unites a husband and wife.

*They had a lovely **marriage** ceremony.*

Page 628

material ➤ modify

material
(**mu**-**tear**-ē-ul) *noun*
Materials are the small parts that make up something bigger.

*Sand is a **material** used in cement.*

measure
(**me**-zhur) *verb*
When you **measure** something, you find out its size, weight or amount.

*The girl is using a ruler to **measure** her cat.*

*The scale **measures** the weight of the orange.*

medium
(**mē**-dē-um) *noun*
A **medium** is a form of communication.

*Radio is one **medium** for news.*

memory
(**mem**-rē) *noun*
Memory is the power to recall or remember events.

***Memory** is stored in the brain.*

merchant
(**mur**-chunt) *noun*
A **merchant** is someone who buys or sells items.

*People buy fish from this **merchant**.*

migration
(**mi**-**grā**-shun) *noun*
During a **migration**, people or animals move from one place to another.

*These birds fly south in their yearly **migration**.*

mission
(**mi**-shun) *noun*
A **mission** is a job with a goal.

*Their **mission** is to rescue people after an earthquake.*

modify
(**mah**-du-fī) *verb*
When you **modify** something, you change it.

***Modify** a jar to make a bird feeder.*

Page 629

mold ➤ object

mold
(**mōld**) *noun*
Mold is a fungus that grows on old food.

*This bread has a lot of **mold** on it.*

motion
(**mō**-shun) *noun*
Motion is movement.

*A racecar's **motion** is very fast!*

motive
(**mō**-tiv) *noun*
A **motive** is a reason for doing something.

*One **motive** for studying is to get good grades.*

musical
(**myū**-zi-kul) *adjective*
When someone plays an instrument or sings well, they are **musical**.

*It was a very **musical** performance.*

N

native
(**nā**-tiv) *adjective*
When living things are **native** to an area, they live and grow there naturally.

*In many desert regions, the cactus is a **native** plant.*

natural
(**na**-chu-rul) *adjective*
Something is **natural** if it wasn't made by humans.

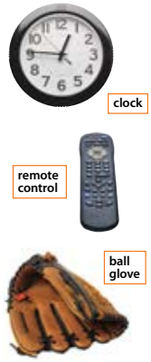
*This is a **natural** rock formation.*

navigation
(**na**-vu-gā-shun) *noun*
Navigation is the process of figuring out how to get somewhere.

*With careful **navigation** the boat can pass through the icebergs safely.*

O

object
(**ob**-jekt) *noun*
An **object** is something that isn't alive that you can touch and see.



*These are all **objects**.*

Page 630

occasion ➤ plain

occasion
(**u**-kā-zhun) *noun*
An **occasion** is a special event.

*The birthday party was a fun **occasion**.*

ocean
(**ō**-shun) *noun*
The **ocean** is the salt water that covers almost three-fourths of Earth.

***Oceans** are very large bodies of water.*

official
(**u**-fi-shul) *adjective*
When something is **official**, it's approved.

*This **official** seal is from the president's office.*

orbit
(**or**-but) *verb*
In space, something **orbits** when it moves around a sun, a moon, or a planet in a predictable path.

*The planets **orbit** around the sun.*

P

pattern
(**pa**-turn) *noun*
A **pattern** is a design that repeats more than once.

*This floor has an interesting **pattern**.*

perform
(**pur**-**form**) *verb*
You **perform** when you put on a show for other people.

*These students **perform** for the school.*

physical
(**fi**-zi-kul) *adjective*
Something you can see and touch is a **physical** object.

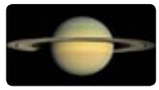
*Soccer is a very **physical** sport.*

plain
(**plān**) *noun*
A **plain** is a large area of flat, nearly treeless land.

*Bison live on America's Great **Plains**.*

Page 631

planet
(**pla**-nut) *noun*
A **planet** is a large body that orbits around the sun or another star.



*Saturn is one of the **planets** in our solar system.*

plateau
(pla-**tō**) *noun*
A **plateau** is a high, flat area of land.

*The **plateau** rises above the plains.*

population
(pah-pyū-**lā**-shun) *noun*
The **population** is the number of living things that are in an area.

*China has a very large **population** of people.*

port
(**port**) *noun*
A **port** is a safe place where boats can dock.

*The boats stay in the **port**.*

pottery
(**pah**-tu-rē) *noun*
Objects made out of clay are called **pottery**.

*This terracotta vase and pitcher are examples of **pottery**.*

power
(**pow**-ur) *noun*
Power is the ability or strength to do something.

*The **power** of the earthquake destroyed the building.*

predator
(**pre**-du-tur) *noun*
A **predator** is an animal that eats other animals.

*Many birds are **predators** to insects.*

preserve
(pri-**zurv**) *verb*
To **preserve** something is to keep it safe from harm.

*Use scrapbooks to **preserve** old photos.*

Page 632

president
(**pre**-zu-dunt) *noun*
A **president** is an elected leader of a country.

*George Washington was the first **president** of the United States.*

prey
(**prā**) *noun*
Prey is an animal that is hunted for food.

*The rabbit is **prey** for the bobcat.*

principle
(**prin**-su-pul) *noun*
A **principle** is a rule or law.

*Some U.S. laws are based on the **principles** of freedom.*

project
(**prah**-jekt) *noun*
A **project** is a job or activity.

*Building a skyscraper is a huge **project**.*

protect
(pru-**tekt**) *verb*
You **protect** something when you guard it against harm.

*Seat belts help to **protect** people in cars.*

range
(**rānj**) *noun*
A **range** is a group of things in a certain order.

*The Rocky Mountains are a mountain **range**.*

rate
(**rāt**) *noun*
Rate is the speed at which something is happening.

*Turtles move at a slow **rate**.*

record
(re-kurd) *noun*
A **record** of something is the facts about what happened.

*Because many ancient people wrote down information, we have a **record** of their lives.*

Page 633

region
(**rē**-jun) *noun*
A **region** is an area of land.

*Oregon is in the northwest **region** of the country.*

relate
(ri-**lāt**) *verb*
To **relate** two things, think about how they are connected.

*You can **relate** these two sports.*

relationship
(ri-**lā**-shun-ship) *noun*
A **relationship** is the way people or things are connected.

*Friends have a good **relationship**.*

renewable
(ri-**nū**-u-bul) *adjective*
Something is **renewable** when you can't use up all of it.

*Wind is a **renewable** resource.*

resistance
(ri-**zis**-tunts) *noun*
Resistance is a slowing force.

*Deep snow creates **resistance** when you walk in it.*

resource
(**rē**-sors) *noun*
A **resource** is something that people need and use.

*School supplies are **resources** for students.*

response
(ri-**spons**) *noun*
A **response** is an answer.

*These students want to give a **response** to a question.*

responsible
(ri-**spon**-su-bul) *adjective*
A person who is **responsible** is in charge.

*This dad is **responsible** for his son.*

Page 634

risk
(**risk**) *noun*
Risk is the possibility of harm.

*Wearing a helmet lowers your **risk** when you ride a bike.*

ritual
(**ri**-chu-wul) *noun*
A **ritual** is a special series of events, often done as a ceremony.

*Many people have **rituals** that use water.*

role
(**rōl**) *noun*
A **role** is a part or a purpose.

*Each actor plays an important **role** in the school play.*

*The dog's **role** is to lead the blind man safely.*

rotation
(rō-**tā**-shun) *noun*
The **rotation** of something is how it turns around its axis.

*A globe shows the **rotation** of Earth.*

route
(**rūt**) *noun*
A **route** is a path to go someplace.

*Do you take the shortest **route** to school?*

scale
(**skāl**) *noun*
A **scale** gives size comparisons.

*The **scale** of this map shows that 1 inch is equal to 1 mile.*

Page 635

scarce
(**skairs**) *adjective*
Something is **scarce** if there is not a lot of it.

*Water can be very **scarce** in the desert.*

service
(**sur**-vus) *noun*
When something is of **service**, it is useful.

*A cart is of **service** when you move heavy boxes.*

site
(**sīt**) *noun*
A **site** is a special place where something happened.

*People study archeological **sites** to learn about ancient cultures.*

skill
(**skil**) *noun*
A **skill** is the ability that someone has to do something.

*It takes a lot of **skill** to play soccer well.*

solve
(**solv**) *verb*
To **solve** a problem means to figure it out.

*When you **solve** a puzzle, it's done.*

species
(**spē**-shēz) *noun*
A **species** is a group of living things that are very similar and can have offspring.

*Cats and dogs are different **species**.*

speed
(**spēd**) *noun*
Speed is how fast something is going.

*A racecar travels at a very high **speed**.*

Page 636

spore
(**spor**) *noun*
Spores are small, seed-like structures that are made by plants that don't reproduce using flowers.

*A fern reproduces by releasing **spores**.*

spread
(**spred**) *verb*
To **spread** is to cover a wide area.

*Flies can **spread** diseases.*

strategy
(**stra**-tu-jē) *noun*
A **strategy** is a careful plan.

*This girl has a **strategy** for winning the game.*

style
(**stī**-ul) *noun*
A **style** is a special way of doing something.

*These artists have their own **style** of working. She likes to paint and he works in stone.*

suggest
(sug-**jest**) *verb*
To **suggest** is to give someone an idea.

*These colors **suggest** strong heat.*

surface
(**sur**-fus) *noun*
The **surface** of something is its top layer or cover.

*A table has a flat **surface**.*

survival
(sur-**vī**-vul) *noun*
Survival means living.

***Survival** is difficult in very cold places.*

technology
(tek-**nah**-lu-jē) *noun*
Technology is the use of science to solve problems.

*Doctors rely on **technology**, such as X-ray machines.*

Page 637

threatened
(**thre**-tund) *verb*
Something is **threatened** when it is in danger.

*Because of habitat destruction, many rainforest animals are **threatened**.*

tool
(**tūl**) *noun*
A **tool** is something that helps you do a task.

*A hammer is a **tool** that helps you pound nails into wood.*

trade
(**trād**) *verb*
To **trade** is to exchange one thing for another.

*The friends **trade** toys.*

tradition
(**tru**-**di**-shun) *noun*
A **tradition** is a custom or belief shared by a group of people.

*It's a **tradition** to dress up to celebrate the Chinese New Year.*

trait
(**trāt**) *noun*
A **trait** is a characteristic that distinguishes one thing from something else.

*One **trait** of a gazelle is that it can run quickly.*

transport
(trants-**port**) *verb*
To **transport** something is to carry it.

*Large ships **transport** goods across the ocean.*

treasure
(**tre**-zhur) *noun*
A **treasure** is a collection of jewels, money, or other valuable items.

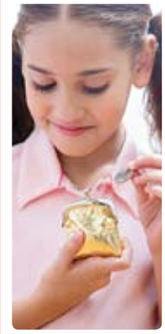
*Gold coins are the **treasure** in this chest.*

valley
(**va**-lē) *noun*
A **valley** is a low area of land between two higher areas.

*This **valley** has a river running through it.*

Page 638

value
(**val**-yū) *verb*
To **value** something is to care about it.



*Many people **value** saving money.*

volunteer
(vah-lun-**tear**) *noun*
A **volunteer** is someone who helps out with a task without being paid.

*This **volunteer** is giving food to people who need it.*

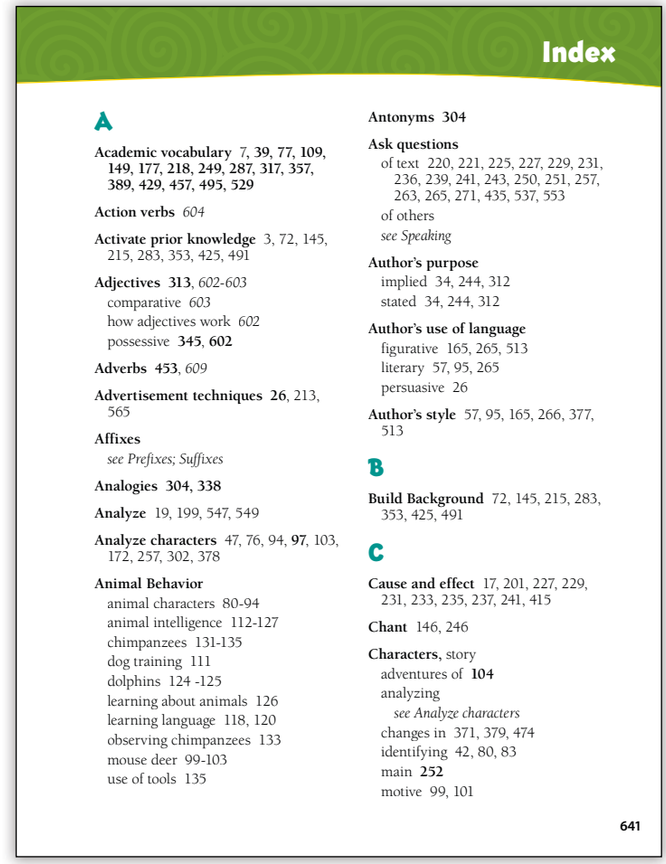
weave
(**wēv**) *verb*
When you **weave**, you lace threads, grass, or other materials together in a pattern.

*She **weaves** thread into beautiful cloth.*

*A tapestry is something people can **weave**. This one was made in Africa.*

Page 639

Anthology Index



Index

A

Academic vocabulary 7, **39, 77, 109, 149, 177, 218, 249, 287, 317, 357, 389, 429, 457, 495, 529**

Action verbs *604*

Activate prior knowledge 3, 72, 145, 215, 283, 353, 425, 491

Adjectives **313**, *602-603*
- comparative *603*
- how adjectives work *602*
- possessive **345**, **602**

Adverbs **453**, *609*

Advertisement techniques **26**, 213, 565

Affixes
- *see Prefixes; Suffixes*

Analogies **304, 338**

Analyze 19, 199, 547, 549

Analyze characters 47, 76, 94, **97**, 103, 172, 257, 302, 378

Animal Behavior
- animal characters 80-94
- animal intelligence 112-127
- chimpanzees 131-135
- dog training 111
- dolphins 124 -125
- learning about animals 126
- learning language 118, 120
- observing chimpanzees 133
- mouse deer 99-103
- use of tools 135

Antonyms **304**

Ask questions
- of text 220, 221, 225, 227, 229, 231, 236, 239, 241, 243, 250, 251, 257, 263, 265, 271, 435, 537, 553
- of others
- *see Speaking*

Author's purpose
- implied 34, 244, 312
- stated 34, 244, 312

Author's use of language
- figurative 165, 265, 513
- literary 57, 95, 265
- persuasive 26

Author's style 57, 95, 165, 266, 377, 513

B

Build Background 72, 145, 215, 283, 353, 425, 491

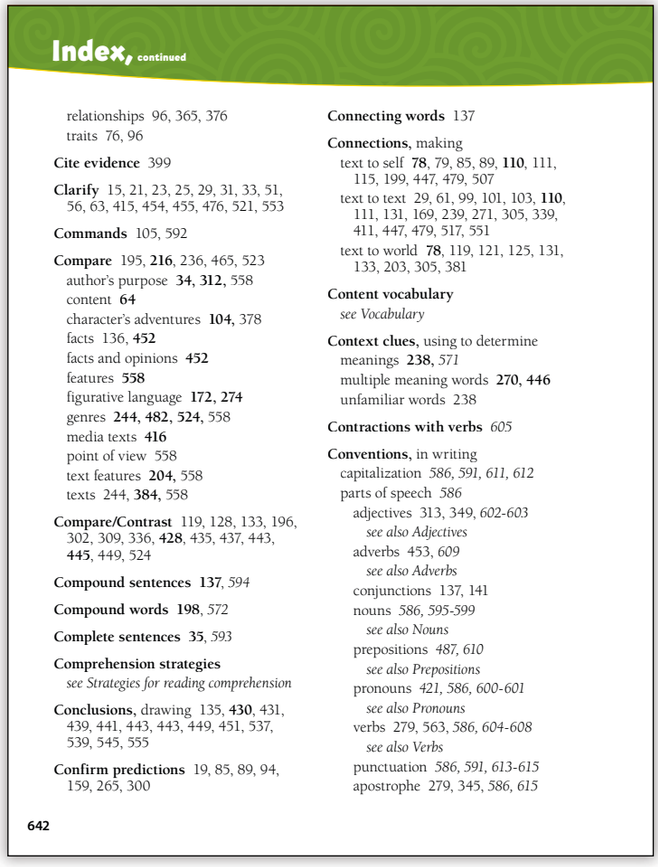
C

Cause and effect 17, 201, 227, 229, 231, 233, 235, 237, 241, 415

Chant 146, 246

Characters, story
- adventures of **104**
- analyzing
  - *see Analyze characters*
- changes in 371, 379, 474
- identifying 42, 80, 83
- main **252**
- motive 99, 101

Page 641



Index, continued

- relationships 96, 365, 376
- traits 76, 96

Cite evidence 399

Clarify 15, 21, 23, 25, 29, 31, 33, 51, 56, 63, 415, 454, 455, 476, 521, 553

Commands 105, 592

Compare 195, **216**, 236, 465, 523
- author's purpose **34, 312,** 558
- content **64**
- character's adventures **104,** 378
- facts 136, **452**
- facts and opinions **452**
- features **558**
- figurative language **172, 274**
- genres **244, 482, 524,** 558
- media texts **416**
- point of view 558
- text features **204,** 558
- texts 244, **384,** 558

Compare/Contrast 119, 128, 133, 196, 302, 309, 336, **428**, 435, 437, 443, **445**, 449, 524

Compound sentences **137**, *594*

Compound words **198**, *572*

Complete sentences **35**, *593*

Comprehension strategies
- *see Strategies for reading comprehension*

Conclusions, drawing 135, **430**, 431, 439, 441, 443, 443, 449, 451, 537, 539, 545, 555

Confirm predictions 19, 85, 89, 94, 159, 265, 300

Connecting words 137

Connections, making
- text to self **78**, 79, 85, 89, **110**, 111, 115, 199, 447, 479, 507
- text to text 29, 61, 99, 101, 103, **110**, 111, 131, 169, 239, 271, 305, 339, 411, 447, 479, 517, 551
- text to world **78**, 119, 121, 125, 131, 133, 203, 305, 381

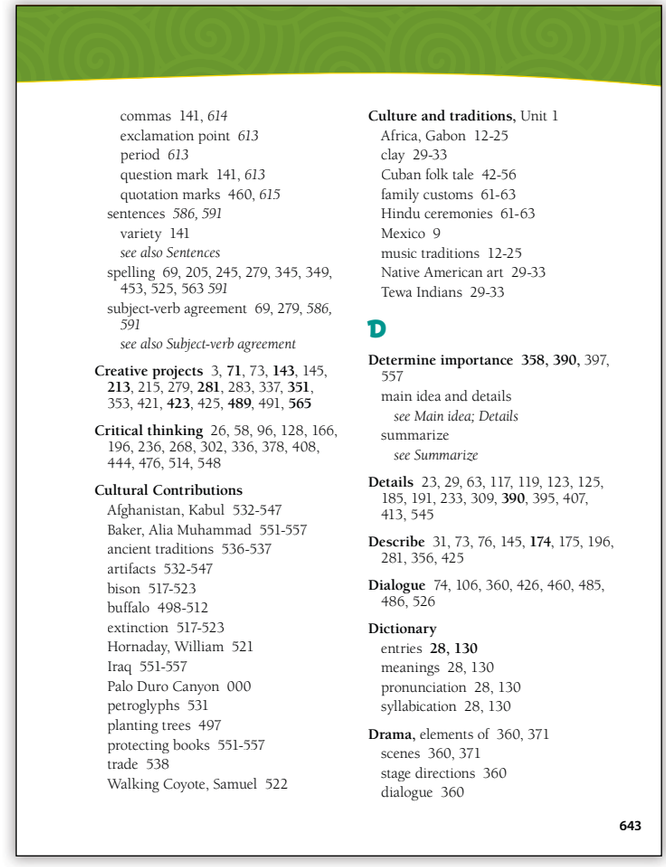
Content vocabulary
- *see Vocabulary*

Context clues, using to determine
- meanings **238,** *571*
- multiple meaning words **270, 446**
- unfamiliar words 238

Contractions with verbs *605*

Conventions, in writing
- capitalization *586, 591, 611, 612*
- parts of speech *586*
  - adjectives 313, 349, *602-603*
    - *see also Adjectives*
  - adverbs 453, *609*
    - *see also Adverbs*
  - conjunctions 137, 141
  - nouns *586, 595-599*
    - *see also Nouns*
  - prepositions *487, 610*
    - *see also Prepositions*
  - pronouns *421, 586, 600-601*
    - *see also Pronouns*
  - verbs 279, 563, *586, 604-608*
    - *see also Verbs*
- punctuation *586, 591, 613-615*
- apostrophe 279, 345, *586, 615*

Page 642



- commas 141, *614*
- exclamation point *613*
- period *613*
- question mark 141, *613*
- quotation marks 460, *615*

- sentences *586, 591*
  - variety 141
  - *see also Sentences*
- spelling 69, 205, 245, 279, 345, 349, 453, 525, 563 *591*
- subject-verb agreement 69, 279, *586, 591*
  - *see also Subject-verb agreement*

Creative projects 3, **71**, 73, **143**, 145, **213**, 215, 279, **281**, 283, 337, **351**, 353, 421, **423**, 425, **489**, 491, **565**

Critical thinking 26, 58, 96, 128, 166, 196, 236, 268, 302, 336, 378, 408, 444, 476, 514, 548

Cultural Contributions
- Afghanistan, Kabul 532-547
- Baker, Alia Muhammad 551-557
- ancient traditions 536-537
- artifacts 532-547
- bison 517-523
- buffalo 498-512
- extinction 517-523
- Hornaday, William 521
- Iraq 551-557
- Palo Duro Canyon 000
- petroglyphs 531
- planting trees 497
- protecting books 551-557
- trade 538
- Walking Coyote, Samuel 522

Culture and traditions, Unit 1
- Africa, Gabon 12-25
- clay 29-33
- Cuban folk tale 42-56
- family customs 61-63
- Hindu ceremonies 61-63
- Mexico 9
- music traditions 12-25
- Native American art 29-33
- Tewa Indians 29-33

D

Determine importance **358, 390,** 397, 557
- main idea and details
  - *see Main idea; Details*
- summarize
  - *see Summarize*

Details 23, 29, 63, 117, 119, 123, 125, 185, 191, 233, 309, **390**, 395, 407, 413, 545

Describe 31, 73, 76, 145, **174**, 175, 196, 281, 356, 425

Dialogue 74, 106, 360, 426, 460, 485, 486, 526

Dictionary
- entries **28, 130**
- meanings 28, 130
- pronunciation 28, 130
- syllabication 28, 130

Drama, elements of 360, 371
- scenes 360, 371
- stage directions 360
- dialogue 360

Page 643

Index, continued

E

Ecosystems
armadillos 319
changing ecosystems 324-325
ecologist 339
ecosystems 321-335
fungus 291-300
healthy ecosystems 322-323
islands 339-343
kudzu 332-333
Midway Atoll 339-343
native species 340-343
nonnative species 340-343
protecting habitats 334-335
islands 326-327
mold 305-311
terrarium 305-311

Evaluate 343, 521

Exclamations 105, *592*

Explain 437, 469, 555
see also Speaking: explain

Exploration
California gold rush 359
Coronado, Francisco Vazques de 391
discovering gold 359
hunting treasure 391
La Belle shipwreck 412-415
La Salle, Rene-Robert Cavelier, Sieur de 411-415
pirates, fiction 361-376
shipwreck 411-415
treasure map 381-383

Expressions
see Idioms

F

Fact and opinion **528**, 535, 543, **549**

Facts
identifying 136, 482, 528, 549
presented graphically 12, 132, 136, 185, 229, 242, 332, 432, 435, 436, 439, 441, 522, 523
verifying 211, 548

Figurative language *155, 164, 171,* **172**, *271, 273,* **274**, *503, 513, 557, 574-575*
see also Idioms; Imagery; Simile; Metaphor; Personification

Forms of *be* and *have* **275**, *604*

Fluency
expression **59, 97, 269, 303, 379**
intonation **129, 167, 197, 237, 445**
phrasing **27, 337, 409, 549**

Future-tense **559**, *608*

G

Generalizations, forming **458**, 459, 465, 481, 519, 537, 539

Genres
advertisement 565
advice column 71
biography 29, 391, 479
book report 431
business letter **138**
comic book 423
description 70, 280

Page 644

e-mail 96, 142
fairy tale 289
fiction **524**
fictional tale 152, 166
folk tale 42, 58
free verse 169
friendly letter 151, 166, 565
historical fiction **418**, 498, 514
historical narrative 551
history article 392, 408
interview 10, 26, **66, 489**
instructions 381
journal 9, 280, 417, 423, 564
list 128, 215
literary response **560**
magazine article 61
math article 432, 444
news story 319
nonfiction **524**
personal narrative 178, **484**, 532, 548
persuasive essay 239, **346,** 408, 564
play 360, 378
poetry 169, 271, 314, 497, 514
free verse 169
lyrical 271
rhyming 514
see also Elements of poetry
profile 199
realistic fiction 460, 476
report **106,** 111, 517
science article 112, 128, 131, 222, 236, 336
science experiment 305, 351
science fiction 290, 302
science journal 339, 344
science report 447
science text 320, 344
social studies article 180, 196
speech 531
story 79, 459
tall tale 252, 268, **276**
trickster tale 80, 96, 99
web article 411, 416
web site 141

Geography
Amazon River 190-191
Angel Falls 192-193
countries 169-171
deserts 184-187
extreme places 180-195
Central Asia, Turkestan 152-164
Grand Canyon 179
Great Barrier Reef 188-189
Mount Everest 182
mountains 183
photographing the world 199-203
Sahara 184-185
South America, Brazil 151

Glossary
see picture dictionary

Goal and outcome 481, **494**, 507, 512, 515

Grammar **35, 65, 105, 137, 173, 205, 245, 275, 313, 345, 385, 417, 453, 483, 525, 559**, *592-610*
see also Adjectives; Adverbs; Complete sentences; Forms of be and have; Future-tense verbs; Nouns; Past tense verbs; Prepositions; Present-tense action verbs; Pronouns; Sentences; Subject-verb agreement; Verbs

Page 645

Index, continued

Graphic organizers
5Ws Chart 67
cause-and-effect chart **218, 237**
character chart **76, 97**
character map **356, 419**
comparison chart **34, 136, 204, 244, 274, 312, 416, 428, 445, 482**, 485, 558
concept map **70, 142, 212, 280, 350, 488, 564**
events chain **286, 303**
fact-and-opinion chart **528, 549**
figurative language chart **172**
goal-and-outcome map **494, 515**
meaning map 219
main-idea diagram **6, 27, 108, 129**
outline **176, 197**
plot diagram **456, 477**
problem-and-solution chart **248, 269, 316, 337,** 347
story map **38, 59**
time line **388,** 409
theme chart **148**
Venn diagram **104, 344, 384, 524**
vocabulary example chart 177
word web 108, 287, 389

H

Helping verbs *605*

Homographs **550**

Homophones **98**

I

Idioms **60, 516**, *575*

Inferences, making 171, 193, 259, **288**, 289, 295, 299, 311, **318**, 319, 323, 327, 329, 331, 333, 335, 339, 341, 405, 413, 541, 551

Imagery
simile *see Simile*
metaphor *see Metaphor*

Interpret 203, 441

K

Key words
see Vocabulary

L

Language Learning Strategies
ask for help *568*
listen actively *568*
think about what you are learning *569*
try out language *568*
use gestures and body language *569*

Language Functions
see Speaking; Listening

Linking verbs *604*

Listening
ask for and give information 3, 6, 27, 34, **36,** 37, 58, 221
collaborate with peers 70, 71, 141, 142, 213, 215, 237, 279, 303, 349, 421, 487, 491, 563, 565
monitor understanding of spoken

Page 646

language 514
to conversations **106**, 107, 128, 477
to dialogue 74, 106, 526
to instructions
following **146, 166, 172**
to language structures 4, 9, 35, 36, 41, 59, 65, 67, 68, 74, 79, 105, 106, 111, 137, 139, 140, 146, 151, 173, 174, 179, 205, 216, 221, 237, 245, 246, 251, 269, 275, 277, 278, 284, 289, 313, 314, 319, 337, 345, 347, 348, 354, 359, 379, 385, 386, 391, 417, 419, 420, 426, 431, 444, 445, 454, 456, 459, 476, 477, 482, 485, 486, 492, 514, 515, 526, 529, 548, 549, 561, 562, 563
to media
audio tape 69
MP3 4, 74, 106, 174, 216, 246, 314, 386, 426, 454, 492, 526
video 3, 73, 145, 215, 283, 353, 425, 491
to messages 148, 487, 528
to stories 38, 44-56, 82-94, 279, **284**, 286, 351, 357
to vocabulary 5, 7, 39, 59, 64, 75, 77, 107, 129, 136, 147, 149, 167, 172, 175, 196, 197, 204, 217, 219, 237, 244, 247, 268, 269, 274, 285, 287, 302, 303, 312, 315, 317, 336, 337, 344, 355, 357, 384, 387, 389, 408, 409, 416, 427, 444, 445, 452, 476, 477, 482, 493, 514, 515, 524, 527, 529, 548, 549, 558

Literary analysis
see Characters; Setting; Plot

Logical order 71
see also Sequence

M

Main idea 15, 61, 115, 121, 127, **390,** 391, 401, 405, 535, 539

Mapping **6, 38, 59, 76, 108, 148, 218, 248, 286, 316, 356, 388, 452, 456, 494, 528**

Media
non-print 3, 4, 26, 58, 69, 73, 74, 96, 98, 106, 128, 130, 145, 148, 166, 168, 174, 196, 198, 215, 216, 236, 246, 268, 283, 287, 302, 314, 317, 336, 353, 357, 378, 386, 408, 425, 426, 444, 454, 457, 476, 491, 492, 495, 514, 526, 548
conventions 416

Metaphor **172**, *574*

Monitor and clarify **40**, 41

Monitor comprehension
see Plan and monitor

Multiple meaning words **270, 446**
see also Context clues

N

Narrator
first person 290, 476, 532, 551
third person 476, 551

Natural resources, Unit 4
Cousteau, Alexandra 239-240
compost bin 221
electricity 251
energy resources 217
hurricanes 234
pollution 241

Page 647

relating to nature 252-265; 271-273
renewable resource, 217
tornadoes 232-233
water 239-243
wind 223-235
wind power 230-231

Negative sentences *593*

Nouns
common *595*
noncount *597*
plural **173**, **205**, *596*
possessive **345**, *599*
proper *595*
singular **173**, **205**, *596*
words that signal nouns *598*

O

Opinions
identifying in text **528**, 535, 543, **549**
stating 452, **492**, 493, 514, 563

Oral language
see Speaking; Listening

P

Paraphrase 17, 25, 33, 211, 479
vs. plagiarism 211

Past tense verbs **525**, *606-607*

Personification *574*

Picture Dictionary
meanings *616-639*
pronunciation *616-639*
syllabication *616-639*

Plan and monitor **8**, 13, **40**

Plot 47, 51, 56, 83, 293, 295, 299, 300, **456**, 469, 477
events 456, 469, 477
problem 456, 477
solution 456, 477
turning point 456, 477

Plural nouns
see Nouns

Poetry 169, 212, 314, 354
elements of 273

Point of view 293, 551, 558
see also Narrator

Predict **8**, 9, 48, 52, 84, 86, 90, 156, 160, 162, 258, 260, 264, 294, 296, 300, 366, 372, 411, 447, 466, 470, 504, 508
see also Confirm predictions

Prefixes **380**, *572*
Greek **380**
Latin **380**
other **380**

Prepositions *610*
prepositional phrases **483**, 487

Preview **8**

Present-tense action verbs **245**, *275*

Problem-solution 21, 135, 259, 263, 323, 325, 329, 331, 333, 335, 341

Procedure
sequence of activities in 71, 306, 307
see also Steps in a process

Pronouns **385**, *600-601*

Page 648

agreement *600*
object **385**, *601*
possessive **417**, *601*
reflexive **385**
subject **385**, *601*

Punctuation *586, 591, 613-615*
apostrophe 279, 345, *586, 615*
commas 141, *614*
exclamation point *613*
period *613*
question mark 141, *613*
quotation marks 460, *615*

Purpose for reading
entertainment 44, 154, 254, 292, 362, 394, 462
information 82, 114, 182, 224, 322, 434, 500, 534

Q

Questions, sentence structure 105, 336, 592

Quotation marks 460

R

Reading aloud 27, 59, 97, 129, 141, 167, 197, 211, 237, 269, 278, 303, 379, 409, 420, 421, 445, 486, 549, 562

Reading
comprehension
see Strategies for reading comprehension
affixes **380**, **410**, 572, 573
base words **380**, **410**, 572, 573
roots 168, **478**, 573
partner reading 35, 65, 69, 453
see also Reread

Reading strategies
see Strategies for reading comprehension

Reread 27, 59, 68, 129, 167, 176, 197, 237, 269, 303, 337, 379, 409, 515, 549

Relationships among ideas
explicit 15, 61, 115, 121, 127, 244, 390, 391, 401, 405, 482, 524, 535, 539, 558
implicit 135, 171, 193, 259, 288, 289, 295, 311, 318, 319, 323, 327, 329, 331, 333, 335, 339, 341, 405, 413, 430, 431, 439, 441, 443, 443, 449, 451, 537, 539, 541, 545, 551, 555

Research report **206**
documenting sources 207, 209
drafting *584*
editing *586*
find information *579*
books *579*
encyclopedias *579*
experts *581*
Internet *582*
magazines *581*
generating topics 208
organizing *583*
outline *583*
publishing *587*
research plan 208
generating 208
following 209
improving focus 211
revising *585*
skimming and scanning 209

Page 649

taking notes 209, *579*
see also Paraphrasing

Retell 27, 59, 68, 140, 269, **284**, 285, 289, 302, 303, 348, 351, 379, 409, 486, 515

Roots 168, **478**, 573
Greek 168, **478**, 573
Latin 168, **478**, 573
other 168, **478**

S

Sentences *592-594*
see also Commands; Complete sentences; Compound sentences; Exclamations; negative sentences; Questions; Statements; Subject and predicate; Subject-verb agreement; topic sentence

Sequence 303, 306-307, **388**, 395, 399, 403, 407, 409, 543

Setting 42, 99, 152, 155, 498

Simile **172**, *574*

Songs 4, 36, 174, 216, 284, 386, 454, 492

Space Travel
animal speeds, comparison of 434
Adams, Constance (space architect) 447-451
Armstrong, Neil 479-481
astronauts 462, 479-481
first man on moon, importance of
fiction 460-474
nonfiction 479-481
friction 438-439
gravity 437
Jupiter (and its moons) 431
Kennedy, John F. 465
measuring distance 428
measuring speed 442-443
sound waves 436
space vehicle 447-451
speed of light 443
speed of sound 442
TransHab 447-451
video game 459
zero gravity 451

Speaking
adapt spoken language for purposes 69, 73, 141, 167, 279, 349, 421, 563
ask and answer questions 27, 136, 149, 221, **426**, 427, 444, 477
ask for and give information 3, 6, 27, 34, **36**, 37
clarify 15, 21, 23, 25, 29, 31, 33, 51, 56, 63, 415, **454**, 455, 476
collaborate with peers 70, 71, 141, 142, 215, 237, 279, 303, 315, 349, 351, 421, 487, 489, 491, 563, 565
debate 565
define **314**, 315
describe 73, 76, 145, **174**, 175, 196, 281, 356, 425
engage in conversation **106**, 107, 128, 143
explain 129, 148, 167, 197, 268, 269, **314**, 315, 444, 558
express ideas 67, 73, **74**, 75, 96, 104, 136, 237, 384, 416, 419, 482, 485, 548, **561**
express intentions **354**, 355, 378
express needs and wants **246**, 247, 268

Page 650

express opinions 452, **492**, 493, 514, 563
express feelings 3, **4**, 5, 26
give instructions 71, **146**, 166
give presentations
formal **69**, **141**, **279**, **349**, **421**, **487**, **563**
informal 73, 167, 237, 281, 337, 353
identify objects, people, and places 175
justify **526**, 527, 548
make comparisons **216**, 217, 236
narrate 38, 143, 279, 351, 357, 423
role play 379, 477
restate an idea **386**, 387, 408, **562**
retell 68, 140, 211, 269, 278, **284**, 285, 289, 302, 303, 348, 379, 420, 486, 487, 515, 562
summarize 193, 197, 286, 359, 444, 514
tell a story 38, 279, 351, 357
use a variety of grammatical structures 4, 9, 35, 36, 41, 59, 65, 67, 68, 74, 79, 105, 106, 111, 137, 139, 140, 146, 151, 173, 174, 179, 205, 216, 221, 237, 245, 246, 251, 269, 275, 277, 278, 284, 289, 313, 314, 319, 337, 345, 347, 348, 354, 359, 379, 385, 386, 391, 417, 419, 420, 426, 428, 444, 445, 454, 459, 477, 485, 486, 492, 514, 515, 527, 561, 562
see also Vocabulary

Spelling 35, 65, 105, 137, 173, 205, 245, 313, 345, 385, 417, 453, 483, 525, 559, *591*
base words with affixes 380, 410, *572, 573*
homophones 98
irregular past-tense verbs 563
plurals 173, 205
rules 173, 205, 245, 313, 453, 525
using an apostrophe 279, 345
using electronic resources to check *591*
using *–er* and *–est* 349

Statements 105, *592*

Steps in a process 307, 383

Strategies for learning language
see Learning language strategies

Strategies for reading comprehension *576-577*
choosing **496**, **497**
using **530**, **531**
see also Ask questions; Determine importance (Main idea/details, Summarize); Make connections; Make inferences; Plan and monitor; Synthesize (Draw conclusions, Make generalizations); Visualize

Subject and predicate 35, *593*

Subject-verb agreement **65**, 69, 245, 279, *586, 591*

Suffixes **410**, *573*
Greek **410**
Latin **410**
other **410**
Summarize 193, 197, 303, 337, **358**, 359, 365, 376, 381, 383, 444, 476, 514, 519, 523, 541, 547

Synonyms **338**

Page 651

Index, continued

Synthesize
draw conclusions
see Conclusions, drawing
form generalizations
see Generalizations, forming

T

Text features
bar graph 432, 435, 436, 439
caption 61, 112, 204
chart 343
diagram 180, 187, 189, 311, 451
graph 180, 183, 185, 432
see also Text Features: bar graphs
heading 204, 222, 225, 235, 243, 320, 325, 327
illustration 61, 392, 397, 403
map 204, 339, 381, 532
photograph 112, 117, 123, 127, 131, 204, 305, 307, 517
question and answer 10, 13
title 61, 204
topic sentence 320, 327
web links 411

Textual evidence 399

Theme 161, 164, 167, 503, 514

Topic sentence 320, 327

Transitions 137

U

Unfamiliar words
see Context clues; Dictionary; Glossary

V

Verbs **245**, **275**, **525**, **559**, *604-608*
see also Action verbs; Contractions with verbs; Present-tense action verbs; Helping verbs; Forms of be and have; Future tense; Linking verbs; Past tense verbs

Visualize **150**, 151, 159, 161, 169, **178**, 179, 183, 187, 189, 191, 195, 201, 474, 512, 517

Vocabulary
academic
see Academic vocabulary
high-frequency words 7, 38, 77, 109, 174, 176, 219, 249, 287, 317, 357, 389, 429, 457, 495, 529
math **427**
science **75**, **107**, **217**, **247**, **285**, **315**, **455**
social studies **5**, **37**, **147**, **174**, **355**, **387**, **493**, **527**
strategies
describe ideas, feelings and experiences 7, 495
discuss words 177, 317
look beyond the literal meaning *574-575*
see also Figurative Language
meaning map 219, 457
use context clues 571
see also Context clues
use what you know *570*
use words in context 27, 34, 37, 59, 64, 75, 77, 96, 97, 136, 147, 149, 167, 172, 175, 196, 197, 204, 217, 236, 244, 247, 269, 274, 285, 312, 315, 344, 355, 357, 379, 384, 409, 445, 455, 477, 514, 515, 524, 527, 529, 548, 549, 558
use word parts *572-573*
word maps 249
word webs 108, 287, 389

W

Word origins **168**, 478
see also Roots

Word parts **478**, *572-573*

Writing 35, 57, 65, 71, 77, 95, 137, 148, 173, 205, 236, 245, 268, 275, 301, 302, 313, 336, 345, 350, 408, 429, 453, 476, 483, 525, 548, 559
conclusion 548
paragraphs 57, 165, 236, 245, 268, 275, 301, 313, 350, 378, 453, 476, 483, 525, 548, 559
sentences 35, 65, 77, 95, 105, 148, 173, 205, 345, 429, 548
complete 35
compound 65, 137
questions 336
simple 148, 173, 205
topic 548
variety 105, 245
see also Writing forms

Writing forms
advertisement **26**, 213, 565
advice column 71
business letter **138**
comic book 423
comic strip 143
conversation 385
description 70, 95, 165, 196, 280, 377, 476, 513
e-mail 96, 142
essay 408
friendly letter 58, 166, 565
historical fiction **418**
interview **66**
instructions 444
journal 280, 417, 423
list 128, 215, 489
literary response **560**
note 488
personal narrative **484**
persuasive essay **346**, 564
persuasive poster 281
play 351
poem 212, 281, 514
postcard 213
research report **206**
science experiment 351
song 422
story **489**
tall tale **276**
see also Research reports

Writing models
biography 391
book report 431
business letter **138**
e-mail 96
essay 359
fairy tale 289
friendly letter 151, 166
historical fiction **418**
interview 41, **66**
instructions 221

Page 652

Page 653

Index, continued

journal 9
literary response **560**
mystery story 251
news story 319
personal narrative 179, **484**
persuasive essay **346**
poem 497
report 111, **206-207**
speech 531
story 79, 459
tall tale **276**
web site 141

Writing process
drafting **67**, **139**, **210**, **277**, **347**, **419**, **485**, **561**, *584*
editing **69**, **141**, **211**, **279**, **349**, **421**, **487**, **563**, *586*
prewrite **67**, **139**, **208**, **277**, **347**, **419**, **485**, **561**, *578*
planning **67**, **139**, **208**, **277**, **347**, **419**, **485**, **561**, *578*
organizing **67**, **139**, **210**, **277**, **347**, **419**, **485**, **561**, *578*, *583*
publishing **69**, **141**, **211**, **279**, **349**, **421**, **487**, **563**, *587*
revising **68**, **140**, **211**, **278**, **348**, **420**, **486**, **562**, *585*

Writing traits
conventions
see Conventions, in writing
development of ideas *589*
focus and coherence *588*
organization *590*
voice *591*

Page 654

Index of Authors

Agra Deedy, Carmen 43, **57**
Andrew, Moira 272
Batten, Mary 321
Cousteau, Alexandra 239
Cozort, Kristin 199
Dorros, Arthur 291, **301**
Falstein, Mark 361
Fern, Tracey E. 499, **513**
Finlayson, Christy 339
Geiger, Beth 181, 223
Hall, Leslie 113
Hiebert, Fredrik 533
Hutts Aston, Dianna 461
Jafar, Ramona 11
Knutson, Barbara 81, **95**
Millman, Patricia 29
Mora, Pat 253, **266**
New England Pirate Museum Web Site 381
Science Explorer, The 305
Scro, Ronald 533
Sengel, Elizabeth 131
Shepard, Aaron 99
Shulevitz, Uri 153, **165**
Soto, Gary 169
Stevenson, Robert Louis 361, **377**
Valle, Victor M. 271
Verbeeck, Carol 239
Wells, Robert 433
Winter, Jeanette 551

Index of Illustrators

Brady, Shannon 61
Burr, Dan 321
Catrow, David 291
Cólón, Raúl 253, **267**
Foley, Tim 361
Knutson, Barbara 81, **95**
Manchess, Gregory 393
Nakamura, Joel 169
Nobati, Eugenia 43
Pinkney, Jerry 461, **475**
Shed, Greg 499
Shulevitz, Uri 153, **165**
So, Meilo 99
Winter, Jeanette 551

Page 655

Research Base and Bibliography

Language and Literacy

Asher, J., & Price, B. (1967). The learning strategy of total physical response: Some age differences. *Child Development*, 38, 1219–1227.

Asher, J. (1969). The total physical response approach to second language learning. The Modern Language Journal, 53, 1.

Au, K. (2006). *Multicultural issues and literacy achievement.* Mahwah, NJ: Lawrence Erlbaum.

August, D., & Hakuta, K. (1998). *Educating language-minority children.* Washington, DC: National Research Council.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth.* Mahwah, NJ: Erlbaum.

August, D. L., & Shanahan, T. (2006). Synthesis: Instruction and professional development. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

Bailey, A. (Ed.). (2006). *The language demands of school: Putting academic English to the test.* New Haven, CT: Yale University Press.

Bauman, J. F., Russell, N.S., & Jones, L. A. (1992). Effects of think-aloud instruction on elementary students' comprehension abilities. *Journal of Reading Behavior*, 24 (2), 143–172.

Berg, C. (1999). The effects of trained peer response on esl students' revision types and writing quality. *Journal of Second Language Writing,* 8 (3), 215–241.

Bicais, J., & Correira, M. G. (2008). Peer-learning spaces: A staple in the English learner's tool kit for developing language and literacy. *Journal of Research in Childhood Education,* 22(4), 363–375.

Biemiller, A. (1999). *Language and reading success.* Newton Upper Falls, MA: Brookline Books.

Blum-Kulka, S., & Snow, C. E. (2004). Introduction: The potential of peer talk. *Discourse Studies,* 6(3), 291–306.

Brice, A., & Roseberry-McKibben, C. (1999). Turning frustration into success for English language learners. *Educational Leadership,* 56(7), 53–55.

Brown, A., Campoine, J., and Day, J. (1981). Learning to learn: On training students to learn from texts. *Educational Researcher*, 10, 14–24.

Bruner, J., Goodnow, J, & Austin, G. A. (1967). *A study of thinking.* New York: Science Editions.

Callow, J. (2008, May). Show me: principles for assessing students' visual literacy. *The Reading Teacher,* 61(8), 616–626.

Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.

Chamot, A. U., & O'Malley, J. M. (1994) *The calla handbook: implementing the cognitive academic language learning approach.* White Plains, NY: Addison Wesley Longman.

Collier, V. P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school.* Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Collier, V. P., & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students,* 5, 26–38.

Crandall, J. (Ed.). 1987. *ESL through content area instruction: mathematics, science, social studies.* Englewood Cliffs, NJ: Prentice Hall.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters.

Cunningham-Flores, M. (1998). *Improving adult esl learners' pronunciation skills*. National Center for ESL Literacy Education.

Day, J. P. (2002). We learn from each other: Collaboration and community in a bilingual classroom. In R. Allington & P. H. Johnston (Eds.), *Reading to learn: Lessons learned from exemplary fourth-grade classrooms* (pp. 99–122). New York: Guildford Press.

Diaz-Rico, L. T., & Weed, K. Z. (2002). *The crosscultural, language, and academic development handbook: A complete K–12 reference guide.* Boston, MA: Allyn & Bacon.

Dickinson, D. K., & Tabors, P. (Eds.). (2001). *Beginning literacy with language.* Baltimore: Brookes.

Dong, Y. R. (2006/2007). Learning to think in English. *Educational Leadership, Best of 2006–2007*, 9–13.

Dressler, C. (2006). First and second-language literacy. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly,* 38(1), 78–103.

Dutro, S., & Moran, C. (2002), Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners reading at the highest level of English literacy.* Newark, DE: International Reading Association.

Echevarria, J., Short, D., & Vogt, M. (2008). *Making content comprehensible. The sheltered instruction observation protocol*. Boston, MA: Pearson.

Echevarria, J., Vogt, M. A., & Short, D. J. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston, MA: Allyn & Bacon.

Feldman, K., & Kinsella, K. (2005). *Create an active participation classroom. The CORE Reading Expert.* Retrieved from www.corelearn.com/pdfs/Newsletters/CORE%202005%20Spring%20Newsletter.pdf. **Fillmore, L. W.** (2004). *The role of language in academic development.* In Excerpts from a presentation by Lily Wong Fillmore at the Closing the Achievement Gap for EL Students conference. Santa Rosa: CA: Sonoma County Office of Education. Retreived from www.scoe.k12.ca.us/aiming_high/docs/AH_language.pdf.

Fitzgerald, J. (1995). English-as-a-second-language learners' cognitive reading processes: A review of research in the United States. *Review of Educational Research,* 65, 145–190.

Fitzgerald, J. (1993). Literacy and students who are learning English as a second language. *The Reading Teacher,* 46, 638–647.

Francis, D., Lesaux, N., & August, D. (2006). Language instruction. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 365–413). Mahwah, NJ: Erlbaum.

Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions.* Retrieved from www.centeroninstruction.org/files/ELL1-Interventions.pdf.

Gambrell, L. B., Morrow, L. M., & Pressley, M. (Eds.). (2007) *Best Practices in Literacy Instruction.* New York: Guilford.

Garcia, G., & Beltran, D. (2005) Revisioning the blueprint: Building for the academic success of English learners. In G. Garcia (Ed.). *English learners: Reaching the highest levels of English literacy.* Newark: DE: International Reading Association.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence.* New York: Cambridge University Press.

Genesee, F. & Geva, E. (2006). Cross-linguistic relationships in working memory, phonological processes, and oral language. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children,* 66, 454–470.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, NH: Heinemann.

Girard, V. (2005). English learners and the language arts. In V. Girard (Ed.), *Schools moving up: A WestEd initiative.* Retrieved November 8, 2006, from www.schoolsmovingup.net/cs/wested/view/e/140

Goldenberg, C. (2006). *Improving achievement for English learners: Conclusions from 2 research reviews.* Retrieved from www.colorincolorado.org/article/12918

Goldenberg, C. (2004). *Successful school change: Creating settings to improve teaching and learning.* New York: Teachers College Press.

Goldenberg, C. (1992–1993). Instructional conversations: promoting comprehension through discussion, *The Reading Teacher*, 46 (4), 316–326.

Goldenberg, C., Rueda, R., & August, D. (2006). Sociocultural influences on the literacy attainment of language-minority children and youth. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 269–318). Mahwah, NJ: Erlbaum.**High, J.** (1993). *Second language learning through cooperative learning*. San Clemente, CA: Kagan Publishing.

Hill, J., & Flynn, K. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson, D., & Johnson, R. (1995). *Creative controversy: Intellectual challenge in the classroom* (3rd ed.). Edina, MN: Interaction Book Company.

Kagan, S. (1990). Cooperative learning for students limited in language proficiency. In M. Brubacker, R. Payne & K. Rickett (Eds.), *Perspectives on small group learning.* Oakville, Ontario, Canada.

Kagan, S. (1992). *Cooperative learning.* San Juan Capistrano, CA: Kagan Cooperative Learning.

Kim, Y., & Turner, J. D. (2006). Creating literacy communities in multicultural and multilingual classrooms: Lessons learned from two European American elementary teachers. In R.T. Jimenez & V.O. Pang (Eds.), *Race, Ethnicity, and Education Volume 2: Language and Literacy in Schools* (pp.219–236). Westport, CT: Praeger Publishing Group.

Kirschner, P. A., Sweller, J., and Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist,* 41, 75–86.

Krashen, S. (1987). *Principles and practices in second language acquisition*. New York: Prentice-Hall.

Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37–63.

Lesaux, N. K. (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

Lesaux, N., & Siegel, L. (2003). The development of reading in children who speak English as a second language. *Developmental Psychology,* 39, 1005–1019.

Lesaux, N. K., Lipka, O., & Siegel, L.S. (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal,* 19(1), 99–131.

Lesaux, N. K. & Crosson, A.C. (2005). Addressing variability and vulnerability: Promoting the academic achievement of English learners in San Diego. In R. Hess (Ed.),*Urban reform: Lessons from San Diego*(pp. 263–281). Cambridge, MA: Harvard Education Press.

Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109–113). College Park: University of Maryland Press.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. (2004). *Building academic background*. Alexandria, VA: MCREL, ASCD.

Mayer, R. (2003). *Learning and instruction*. New Jersey: Pearson Education, Inc.

Medina-Jerez, W., Clark, D.B., Medina, A., & Ramirez-Marin, F. (2007). Science for ELLs: Rethinking our approach. *The Science Teacher*, *74*, 52–56.

Miller, J. F., Heilmann, J., Nockerts, A., Iglesias, A., Fabiano, L., & Francis, D. J. (2006). Oral language and reading in bilingual children. *Learning Disabilities Research & Practice,* 21, 30–43.

Morrison Institute for Public Policy. (2006). *Why some schools with Latino children beat the odds and others don't.* Tempe, AZ: Author.

National Research Council. (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academies Press.

Novak, J. D. (1995). Concept mapping: a strategy for organizing knowledge. In S. M. Glynn & R. Duit (eds.), *Learning Science in the Schools: Research Reforming Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology, 8*, 112–123.

Powell, M. (1996). *Presenting in English*. Hove: Language Teaching Publications.

Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children,* 71, 231–247.

Rousculp, E. E., & Maring, G. H. (1992). Portfolios for a community of learners. *Journal of Reading, 35*, 378–385.

Samway K., & McKeon, D. (2007). *Myths and realities: best practices for English language learners.* Portsmouth NH: Heineman.

Saunders, W. M., & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent-English proficient students' story comprehension and thematic understanding. *Elementary School Journal,* 99(4), 277–301.

Saunders, W. M., Foorman, B. P., & Carlson, C. D. (2006). Do we need a separate block of time for oral English language development in programs for English learners? *The Elementary School Journal,* 107, 181–198.

Scarcella, R. (2003). *Academic English: A conceptual framework.* Los Angeles: Language Minority Research Institute.

Scarcella, R. (2003). *Accelerating academic English: A focus on the English learner.* Oakland, CA: Regents of the University of California.

Schleppegrell, M. J. (2001). Linguistic features of the language of schooling. *Linguistics and Education,* 12, 431–459.

Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective.* Mahwah, NJ: Erlbaum.

Seidlitz, J. (2008) *Navigating the ELPS: Using the new standards to improve instruction for English language learners.* San Antonio, TX: Canter Press.**Seidlitz, J. & Perryman, B.,** (2008) *Seven steps to building an interactive classroom: Engaging all students in academic conversation.* San Antonio TX: Canter Press.

Shanahan, T. & Beck, I.L. (2006). Effective literacy teaching for English-language learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel.* Mahwah, NJ: Lawrence Erlbaum Associates.

Snow, C. E., & Fillmore, L. W. (2000). *Clearinghouse on languages and linguistics.* Retrieved from www.cal.org/ericcll/teachers/teacher.pdf.

Tabors, P., Paez, M., & Lopez, L. (2003). Dual language abilities of bilingual four- year olds: Initial findings from the Early Childhood Study of language and literacy development of Spanish-speaking children. *NABE Journal of Research and Practice,* 1(1), 70–91.

Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace & World.

Thornburry, S. (2005). *How to teach speaking*. Essex, England: Pearson.

Turner, J. D., & Kim, Y. (2005). Learning about building literacy communities in multicultural and multilingual communities from effective elementary teachers. *Literacy Teaching and Learning, 10*, 21–42.

Turner, J. (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive teaching. *Action in Teacher Education, 29*(3), 12–24.

Uchikoshi, Y. (2005). Narrative development in bilingual kindergarteners: Can Arthur help? Developmental Psychology, 41, 464–478.

Vail, N. J. and Papenfuss, J. (1993). *Daily oral language plus*. Evanston, IL: McDougal, Littell.

Vaughn, S., Cirino, P. T., Linan- Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal,* 43, 449–487.

Weaver, C. (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton, Cook Publishers.

Wennerstrom, A. (1993). Content-based pronunciation. *TESOL Journal*, 1(3), 15–18.

Wong-Fillmore, L. & Snow, C. (2000). *What teachers need to know about language.* Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

Zwiers, J. (2008). *Building Academic Language*. Newark, DE: Jossey-Bass/International Reading Association.

Vocabulary

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice,* 20, 50–57.

Bauman, J. F., & E. Kame'enui (Eds.). (2004). *Vocabulary Instruction: Research to Practice.* New York: Guilford.**Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F.** (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction (2nd Ed.).* Upper Saddle River, NJ: Merrill Prentice Hall.

Beck, I. L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life.* New York: The Guilford Press.

Beck, I. L., & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). White Plains, NY: Longman.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp.147–163). Mahwah, NJ: Lawrence Erlbaum Associates.

Biemiller, A. (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E. Kame'enui (Eds.), *Vocabulary instruction: Bringing research to practice* (pp.209–242). Mahwah, NJ: Lawrence Erlbaum Associates.

Blachowicz, C. L. Z., & Fisher, P. J. L. (2000). Vocabulary instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 503–523). White Plains, NY: Longman.

Blachowicz, C. L. Z., Fisher, P. J. L., Ogle D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly,* 41, 524–539.

Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly,* 39, 188–215.

Carlo, M. S., August, D., & Snow, C. E. (2005). Sustained vocabulary-learning strategies for English language learners. In E. H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp.137–153). Mahwah, NJ: Lawrence Erlbaum Associates.

Coxhead, A. (2000). A new Academic Word List. *TESOL Quarterly,* 34(2): 213–238.

Eyraud, K., Giles, G., Koenig, S., & Stoller, F. (2000). The word wall approach: Promoting L2 vocabulary learning. *English Teaching Forum*, 38, pp. 2–11.

Graves, M. F. (2006). *The vocabulary book: Learning and instruction.* New York: Teacher's College Press.

Harrington, M. J. (1996). Basic instruction in word analysis skills to improve spelling competence. *Education*, 117, 22. Available at: www.questia.com.

Kieffer, M. J., & Lesaux, N. K. (in press). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher.*

Lehr, F., Osborn, J., & Hiebert, E. H. (2004). *A focus on vocabulary.* Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/vocabularyforum.asp.

Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Vol. 3* (pp. 269–284). New York: Longman.

Nagy, W. E., & Stahl, S. A. (2006). *Teaching word meanings.* Mahwah, NJ: Lawrence Erlbaum Associates.

Roser, N., & Juel, C. (1982). Effects of vocabulary instruction on reading comprehension. In J.A. Niles & L.A. Harris (Eds.), *Yearbook of the National Reading Conference: Vol. 31. New inquiries in reading research and Instruction* (pp. 110–118). Rochester, NY: National Reading Conference.

Ruddell, M. R., & Shearer, B. A. (2002). "Extraordinary," "tremendous," exhilarating," "magnificient": Middle school at-risk students become avid word learners with the vocabulary-self collection strategy (VSS). *Journal of Adolescent and Adult Literacy*, 45(4), 352–363.

Stahl, S. A. (1999). *Vocabulary development.* Cambridge, MA: Brookline Books.

Stahl, S. A., & Nagy, W. E. (2006). *Teaching word meanings.* Mahwah, NJ: Lawrence Erlbaum Associates.

White, T., Sowell, J., & Yanagihara, A. (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302–308.

Wixson, K. K. (1986). Vocabulary instruction and children's comprehension of basal stories. *Reading Research Quarterly,* 21(3) 317–329.

Reading

Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs.* New York, NY: Addison Wesley Educational Publishers Inc.

Baker, L. (2004). Reading comprehension and science inquiry: Metacognitive connections. In E.W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice.* Newark, DE: International Reading Association; Arlington, VA: National Science Teachers Association (NSTA) Press.

Beck, I. L. (2006). *Making sense of phonics: The hows and whys.* New York: Guilford Press.

Beck, I. L., & McKeown, M. G., (2001). Inviting students into the pursuit of meaning. *Educational Psychology Review,* 13(3), 225–241.

Beck, I. L., McKeown, M. G., Hamilton, R. L., and Kucan, L. (1997). *Questioning the Author: An approach for enhancing student engagement with text.* Delaware: International Reading Association.

Boulware, B. J., & Crow, M. (2008, March). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher*, 61(6), 491–495.

Cain, K. & Oakhill, J. (1998). Comprehension skill and inference-making ability: Issues and causality. In C. Hulme and R.M. Joshi (Eds.), *Reading and spelling: Development and disorders.* London: Lawrence Erlbaum.

Cain, K. & Oakhill, J. (2000). Inference making ability and its relation to comprehension failure in young children. *Reading and Writing: An Interdisciplinary Journal,* 11,489–503.

Calhoon, M. B., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. C. (2006). *Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms.* Manuscript submitted for publication.

Cirino, P. T., Vaughn, S., Linan-Thompson, S., Cardenas-Hagan, E., Fletcher, J. M., & Francis, D. J. (2007). *One year follow-up outcomes of Spanish and English interventions for English language learners at-risk for reading problems.* Manuscript submitted for publication.

Crawford, E. C., & Torgesen, J. K. (2006). *Teaching all students to read: Practices from Reading First schools with strong intervention outcomes.* Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.

Cunningham, A. E., & Stanovich, K. (1998). *What reading does to the mind.* American Educator, 22 (1), 8–15.

Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E. (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal,* 104, 289–305.

Dole, J., Duffy, G., Roehler, L., & Pearson, P. (1991). Moving from the old to the new: Research in reading comprehension instruction. *Review of Educational Research*, 61, 239–264.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.) (pp. 205–242). Newark, DE: International Reading Association.

Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind.* Kennewick, WA: The New Foundation Press.

Garcia, G. E. (2000). Bilingual children's reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 813–834). Mahwah, NJ: Lawrence Erlbaum Associates.

Gerber, M., Jimenez, T., Leafstedt, J., Villaruz, J., Richards, C., & English, J. (2004). English reading effects of small-group intensive instruction in Spanish for K–1 English learners. *Learning Disabilities Research & Practice,* 19(4), 239–251.

Head, M., & Readence, J. (1986). Anticipation guides: Meaning through prediction. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the Content Areas*, Dubuque, IA: Kendall/Hunt.

Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J. (2006). *Differentiated reading instruction: Small group lesson structures for all students.* Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.

Lehr, F. & Osborne, J. (2006). *Focus on comprehension.* Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/comprehensionforum.asp.

Lesaux, N. K., & Kieffer, M. J. (in press). Sources of reading comprehension difficulties for language minority learners and their classmates in early adolescence. *American Educational Research Journal.*

Lesaux, N. K., & Siegel, L. S. (2003). The development of reading in children who speak English as a second language. *Developmental Psychology,* 39(6), 1005–1019.

Lesaux, N. K., Lipka, O., & Siegel, L. S. (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal,* 19, 99–131.

Linan-Thompson, S., & Hickman-Davis, P. (2002). Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. *Learning Disabilities Research and Practice,* 17(4), 242–251.

Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzekanani, K. (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. *The Elementary School Journal,* 103(3), 221–238.

McMaster, K. L., Kung, H., Han, I., & Cao, M. (in press). Peer-assisted learning strategies: A "tier 1" approach to promoting responsiveness to beginning reading instruction for English learners. *Exceptional Children.*

McKeown, M. G., Beck, I. L., & Worthy, M. J. (1993). Grappling with text ideas: Questioning the author. *Reading Teacher,* 46, 560–66.

National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read.* Bethesda, MD: National Institute of Child Health and Human Development.

Ogle, D. S. (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking.* Alexandria, VA: Association for Supervision and Curriculum Development.

Palincsar, A. S., & Brown, A. L. (1985). Reciprocal teaching: Activities to promote reading with your mind. In T. L. Harris & E. J. Cooper (Eds.), *Reading thinking and concept development: Strategies for the classroom*. New York: The College Board.

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research: Vol. 3* (pp. 545–561). Mahwah, NJ: Lawrence Erlbaum Associates.

Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading.* Hillsdale, NJ: Erlbaum.

Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology,* 97, 246–256.

Quiroga, T., Lemos-Britton, Z., Mostafapour, E., Abbott, R. D., & Berninger, V. W. (2002). Phonological awareness and beginning reading in Spanish-speaking ESL first graders: Research into practice. *Journal of School Psychology,* 40, 85–111.

Riedel, B. W. (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban, first grade students. *Reading Research Quarterly,* 42, 460–466.

Saunders, W. M., & Goldenberg, C. (1999). Effects of instructional conversations and literature logs on limited- and fluent- English-proficient students' story comprehension and thematic understanding. *Elementary School Journal,* 99, 277–301.

Schlick Noe, K., & Johnson, N. (1999). *Getting started with literature circles.* Norwood, MA: Christopher-Gordon Publishers, Inc.

Slavin, R., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research,* 75, 247–284.

Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children.* Washington, DC: National Academy Press.

Swanson, H. L., Sáez, L., & Gerber, M. (2004). Do phonological and executive processes in English learners at risk for reading disabilities in grade 1 predict performance in grade 2? *Learning Disabilities Research & Practice,* 19, 225–238.

Taylor, W. (1953). Close procedure a new tool for measuring readability. *Journalism Quarterly,* 30, 415–433.

Torgesen, J. K. (2006). *A principal's guide to intensive reading interventions for struggling readers in early elementary school.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Tumner, J., & Chapman, J. (1995). Context use in early reading development: Premature exclusion of a source or individual differences? *Issues in Education*,1, 97–100.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal,* 43, 449–487.

Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., et al. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal,* 107, 153–180.

Vaughn, S., Linan-Thompson, S., & Hickman-Davis, P. (2003). Response to treatment as a means for identifying students with reading/learning disabilities. *Exceptional Children,* 69, 391–410.

Vaughn, S., Mathes, P., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. *Learning Disabilities Research and Practice,* 20(1), 58–67.

Verhoeven, L. (1990). Acquisition of reading in a second language. *Reading Research Quarterly,* 25, 90–114.

Verhoeven, L. T. (2000). Components in early second language reading and spelling. *Scientific Studies of Reading,* 4, 313–330.

Willhelm, J. (2002). *Action strategies for deepening comprehension*. New York: Scholastic.

Writing

Britton, J. (1983). Writing and the story of the world. In B. Kroll & E. Wells (Eds.), *Explorations in the development of writing theory, research, and practice* (p. 3–30). New York: Wiley.

Calderón, M., Hertz-Lazarowitz, R., & Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students transitioning from Spanish to English reading. *Elementary School Journal,* 99, 153–165.

Celce-Murcia, M. (2002). On the use of selected grammatical features in academic writing. In M. C. Colombi & M. J. Schleppegrell (Eds.), *Developing advanced literacy in first and second languages* (pp. 143–158). Mahwah, NJ: Erlbaum.

Cunningham, P., & Allington, R. (2003). *Classrooms that work.* New York: Pearson Education, Inc.

Dyson, A. H. (1989). *Multiple worlds of child writers: Friends learning to write*. New York: Teachers College Press.

Elbow, P. (1998). *Writing with power*. Oxford: Oxford University Press.

Fisher, D., & Frey, N. (2008). Releasing responsibility. *Educational Leadership, 66*(3), 32–37.

Fisher, D., & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework.* New York: Scholastic.

Fisher, D., Frey, N., & Rothenberg, C., (2008). *Content area conversations: How to plan discussion-based lessons for diverse language learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Fearn, L., & Farnan, N. (2001). *Interactions: Teaching writing and the language arts.* Boston: Houghton Mifflin.

Kirby, D., Kirby, D. L., & Liner, T. (2004). *Inside out: Strategies for teaching writing.* Portsmouth, NH: Heinemann.

McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive writing: How language and literacy come together, K–2.* Portsmouth, NH: Heinemann.

Samway, K. (2006). *When English language learners write: connecting research to practice*. Portsmouth: Heineman.

Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the writing of English learners: A functional approach. *Language Arts, 84*(6), 529–538.

Strong, W. (2001). Coaching writing: *The power of guided practice.* Portsmouth, NH: Heinemann-Boynton/Cook.

Fluency

Breznitz, Z. (2006). *Fluency in reading.* Mahwah, NJ: Lawrence Erlbaum Associates.

Crosson, A. C., & Lesaux, N. K. (in press). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing: An Interdisciplinary Journal.*

Downhower, S. L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly,* 22(4), 389–406.

Geva, E., & Yaghoub-Zadeh, Z. (2006). Reading efficiency in native English-speaking and English-as-a-second-language children: The role of oral proficiency and underlying cognitive-linguistic processes. *Scientific Studies of Reading,* 10, 31–57.

Kuhn, M. R. (2005). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher,* 58, 338–344.

Kung, S. H. (2009). *Predicting the success on a state standards test for culturally and linguistically diverse students using curriculum-based oral reading measures.* Unpublished doctoral dissertation, University of Minnesota.

LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology,* 6, 293–323.

Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 17, 4.

Osborn, J., Lehr, F., & Hiebert, E. H. (2003). *A Focus on Fluency.* Honolulu, HI: Pacific Resources for Education and Learning. Available at www.prel.org/programs/rel/rel.asp.

Pikulski, J., & Chard, D. (2005). Fluency: the bridge between decoding and reading comprehension. *The Reading Teacher,* 58, 510–521.

Samuels, S. J., & Farstrup, A. E. (2006). *What research has to say about fluency instruction.* Newark, DE: International Reading Association.

Schilling, S. G., Carlisle, J. F., Scott, S. E., & Zeng, J. (2007). Are fluency measures accurate predictors of reading achievement? *The Elementary School Journal,* 107, 429–448.

Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B. J., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education,* 21(6), 325–335.

Technology

Fisher, D., & Frey, N. (in press). *Literacy 2.0: Language, literacy and learning in a new century* [working title]. Bloomington, IN: Solution Tree.

Gee, J. P. (2007). *What video games have to teach us about learning and literacy.* New York: Palgrave Macmillan.

International Reading Association. (May 2009). *New literacies and 21st century technologies: A position statement of the International Reading Association.* Newark, DE: Author. Used with permission.

Leu, D. J., O'Byrne, W. I., Zawilinski, L., McVerry, J. G., & Everett-Cacopardo, H. (2009). Expanding the new literacies conversation. *Educational Researcher,* 38(4), 264–269.

Mayer, R. E. (2001). Multimedia learning. New York: Cambridge University Press. Partnership for 21st Century Skills. (2009). Framework for 21st century learning. Retrieved from www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120.

Ybarra, R. & Green, T. (2003). Using technology to teach ESL/EFL students to develop language skills. *The Internet TESL Journal, 9*, n.p.

Assessment

Afflerbach, P. (2007). *Understanding and using reading assessment K–12.* Newark, DE: International Reading Association.

Carpenter, S. K., Pashler, H., Cepeda, N. J., and Alvarez, D. (2007). Applying the principles of testing and spacing to classroom learning. In D. S. McNamara and J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (p. 19). Nashville, TN: Cognitive Science Society.

Carpenter, S. K., Pashler, H., Wixted, J. T., and Vul, E. (in press). The effects of tests on learning and forgetting. *Memory & Cognition.*

Dempster, F. N., & Perkins, P. G. (1993). Revitalizing classroom assessment: Using tests to promote learning. *Journal of Instructional Psychology,* 20, 197–203.

Dominguez de Ramirez, R., & Shapiro, E. S. (2006). Curriculum-based measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review,* 35, 356–369.

Edwards, P., Turner, J. D., & Mokhtari, K. (2008). Balancing the assessment of and the assessment for learning in support of student literacy achievement. *Reading Teacher*, 61, 682–684.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Frey, N., & Heibert, E. (2002). Teacher-based assessment of literacy learning. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.). *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp.608–618. Mahwah, NJ: Lawrence Erlbaum.

Gersten, R., Dimino, J., & Jayanthi, M. (in press). Development of a classroom observational system. In B. Taylor & J. Ysseldyke (Eds.), *Reading instruction for English language learners: The Bond symposium.* New York: Teachers College.

Goodman, Y. (2002). Informal methods of evaluation. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.). *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp. 600–607. Mahwah, NJ: Lawrence Erlbaum.

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher,* 58(7), 684–686.

Limbos, M. (2006). Early identification of second language students at risk for reading disability. *Dissertation Abstracts International,* 66 (10-A), 3566A.

Schumm, J. S. & Arguelles, M. E. (2006). No two learners are alike: The importance of assessment and differentiated instruction. In J. S. Schumm (Ed.), *Reading assessment and instruction for all learners*. New York: Guilford Press.

Torgesen, J. K. (2006). *A comprehensive K–3 reading assessment plan: Guidance for school leaders.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Townsend, D., Lee, E., & Chiappe, P. (2006). *English or Spanish? The efficacy of assessing Latino/a children in Spanish for risk of reading disabilities.* Paper presented at the meeting of the Society for the Scientific Study of Reading, Vancouver, BC, Canada.

Wiley, H. I., & Deno, S. L. (2005). Oral reading and maze measures as predictors of success for English learners on a state standards assessment. *Remedial and Special Education,* 26, 207–214.

Scope and Sequence

Reading	Grade K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
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					●	●
Craft and Structure						
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
Integration of Knowledge and Ideas						
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				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

INFORMATIONAL TEXT						
Key Ideas and Details						
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
Craft and Structure						
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				●	●	●
Integration of Knowledge and Ideas						
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	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Reading, continued	Grade K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
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			●			
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)	●	●	●			

Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Scope and Sequence, continued

Reading, continued	Grade K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: *ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui*	●	●	●			
r-Controlled Vowels: *ar, or, -ore, er, ir, ur, air, -are, eer, ear*		●	●			
Sounds for *-y*: /ē/, /ī/	●	●	●			
Diphthongs: *oi, oy, ou, ow*	●	●	●			
Variant Vowels: *aw, au, al, all, oo, ew, ea*	●	●				
Vowel Patterns: *-igh, -old, -alk*	●	●	●			
Vowel Patterns: *o, i, -ight*			●			
Schwa			●			
Soft *c*	●	●	●			
Soft *g*	●	●	●			
Silent Consonants *kn, wr, gn, mb*	●	●	●			
Plurals *-s, -es, -ies*		●	●			
Read Words with Spelling Patterns		●	●			
CVC*e* Word Patterns with *a, i, o, u, e*	●	●	●			
CV Word Patterns with *o, e*	●	●	●			
Short and Long Vowels in CVC and CVC*e* Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (bas/ket, kit/ten)		●	●			
VCCCV Syllable Division (hun/dred)		●	●			
VCV Syllable Division (mu/sic, cab/in)		●	●			
Words with Consonant + *le*		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: *r*-Controlled, Consonant + *le*, Vowel Team, Vowel + Silent *e*		●	●			
Final Syllables with *-tion, -ture, -ent, -ant*			●			

Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade K	1	2	3	4	5
Phonics and Word Recognition, continued						
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	●	●	●			
Fluency						
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

Text Types and Purposes						
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
Writing Skills						
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		●	●	●	●	●
Production and Distribution of Writing						
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
Production and Distribution of Writing, continued						
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	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
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				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening

	Grade K	1	2	3	4	5
Comprehension and Collaboration						
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					●	●
Presentation of Knowledge and Ideas						
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

	Grade K	1	2	3	4	5
Conventions of Standard English						
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
Conventions of Standard English, continued						
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
Conventions of Standard English, continued						
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 **Reach into Phonics** for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●			
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade K	1	2	3	4	5
Knowledge of Language						
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		●	●	●	●	●
Vocabulary Acquisition and Use						
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 4 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	**CC.4.Rlit.1**	**(1)** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Unit 1:** SG18, SG19, SG20, SG21; **Unit 2:** T74,T75, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T95a, T95b, T96, T96a, T97, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; **Unit 3:** T166a, T169; **Unit 4:** T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; **Unit 5:** T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; **Unit 6:** T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; **Unit 7:** T475b, T476, T476a, T477, T481a, T482, SG20, SG21; **Unit 8:** T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g
	CC.4.Rlit.2	**(2)** Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**Unit 1:** T52, T57b, T58, T58a, T59, SG20, SG21, SG27; **Unit 2:** SG9, SG15; **Unit 3:** T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; **Unit 4:** T260, T262–263, T268, T269, SG21, SG27; **Unit 5:** T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; **Unit 6:** T358, T359,T372, T373, T376, T377, SG9, SG14, SG15; **Unit 7:** T470, T475, T476, T476a, SG21, SG27; **Unit 8:** T508, T509, T514, T514a, SG9, SG14, SG15
	CC.4.Rlit.3	**(3)** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Unit 1:** T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; **Unit 2:** T71i, T71o, T71p, T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T95b, T96, T96a, T97, T97a, T97b, T97c, T97q, T98a, T98b, T98c, T99, T100, T101, T102, T103, T103a, T104, T105, SG8; **Unit 3:** T143i; **Unit 4:** T252, T253, T254–255, T256–257, T258, T259; **Unit 5:** T296, T298–299, T301a; **Unit 6:** T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; **Unit 7:** SG26; **Unit 8:** T500–501, T506–507, T508, T509, T510–511, T512, SG14
Craft and Structure	**CC.4.Rlit.4**	**(4)** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**Unit 1:** T4, T5, T5a, T6a, T7, T8, T36, T38a; **Unit 2:** T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; **Unit 3:** SG15; **Unit 4:** T216, T217, T217a, T218, T218a, T219, T237o, T238, T238c, T240, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T273a, T275a, T275b, T275c, T275d, T275e, T275f, T275g, T270c, T271, T272; **Unit 5:** T284, T285, T285a, T288, T289, T314, T315, T316a, T317; **Unit 6:** T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; **Unit 7:** T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; **Unit 8:** T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531
	CC.4.Rlit.5	**(5)** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**Unit 3:** T173a, T173b, T173d; **Unit 4:** T272, T273; **Unit 6:** T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a
	CC.4.Rlit.6	**(6)** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**Unit 5:** T292, T295; **Unit 7:** T478a, T478b; **Unit 8:** T540–541, T546–T547, T557a
Integration of Knowledge and Ideas	**CC.4.Rlit.7**	**(7)** Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**Unit 3:** T153, T156–157, T159, T198a, T198b; **Unit 4:** T260, T261, T267
	CC.4.Rlit.9	**(9)** Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures.	**Unit 2:** T90, T91, T92-93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; **Unit 6:** T379j, T385f, T385g, T385h; Unit7: T481a, T482; **Unit 8:** T523a, T559g
Range and Level of Text Complexity	**CC.4.Rlit.10**	**(10)** By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Unit 1:** T35r, T37a, T43, T44–45, T46–47, T48–49, T50–51, T53, T54–55, T56, T57, T63a, T64a, T65, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 2:** T71j, T91, T92-93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; **Unit 3:** T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; **Unit 4:** T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 5:** T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; **Unit 6:** T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; **Unit 7:** T453r, T454, T455, T455a, T456, T456a, T457, T458, T459, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 8:** T489j, T493a, T494, T494a, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T549h, T550a, T550b, T551, T552–553, T554–555, T556, T557, T557a, T558, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15

Reading, continued

Search for activities that meet each **Common Core Standard**. NGReach.com

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	**CC.4.Rinf.1**	**(1)** Refer to details and examples in a text when explaining what the texts says and when drawing inferences from the text.	**Unit 1:** T1i, TT4, T5, T5a, T6, T10, T12–13, T14–15, T16-17, T18–19, T21, T22–23, T24–25, T26a, T27, T28a, T28b, T29, T30, T31, T32, T59j, T60, T60a, T60b, SG14; **Unit 2:** T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129o, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 3:** T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; **Unit 4:** T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237o, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; **Unit 5:** T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T315a, T316, T318, T319, T321, T322–323, T324–325, T326–327, T330, T331, T332–333, T334–335, T336, T336a, T339, T340, T341, T342, T343, T345a, T345b, T345d, SG10, SG11, SG20, SG21, SG22, SG23, SG26, SG27; **Unit 6:** T380a, T380b, T381, T382, T383, T385d, T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T404, T405, T406, T407, T408, T409o, T410a, T410b, T410c, T411, T412–413, T417a, T417b, T417f, T417g, T417h, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 7:** T432, T433, T434–435, T436–437, T438, T439, T444a, T445, T446a, T446b, T446c, T447, T450, T451, T451a, T452, T453a, T453b, T462–463, T464–465, T466–467, T468–469, T480, T481, T481a, T482, SG10, SG11, SG14; **Unit 8:** T499, T500–501, T502–503, T504–505, T506–507, T516a, T516b, T516c, T518–519, T520–521, T522, T523, T525a, T525b, T525g, T527a, T528, T533, T534–535, T536–537, T548, T548a, T549, T551, T552–553, T554–555, T556, T557, T559g
	CC.4.Rinf.2	**(2)** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**Unit 1:** T5, T5a, T6, T14–15, T16–17, T18–19, T21, T22–23, T24–25, T26a, T27, T29, T30, T60, T60a, T60b, SG8, SG9, SG10, SG11, SG14, SG15; **Unit 2:** T107a, T108, T113, T116-117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; **Unit 3:** T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T196a, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; **Unit 4:** SG9, SG15; **Unit 5:** T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; **Unit 6:** T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T404, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; **Unit 7:** T440, T441, T442, T453f, T453g, SG9, SG15; **Unit 8:** T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27
	CC.4.Rinf.3	**(3)** Explain events, procedures, ideas, and concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.	**Unit 1:** T1i; **Unit 2:** T105r, T129f, SG22, SG23; **Unit 3:** SG16, SG17; **Unit 4:** T213j; **Unit 5:** T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; **Unit 6:** T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; **Unit 7:** T446a, T446b, T477j, SG14, SG22, SG23
Craft and Structure	**CC.4.Rinf.4**	**(4)** Determine the meaning of general academic and domain-specific words and phrases encountered in a text relevant to a grade 4 topic or subject area.	**Unit 1:** T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; **Unit 2:** T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; **Unit 3:** T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; **Unit 4:** T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a,T270c, T271, SG16, SG17; **Unit 5:** T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; **Unit 6:** T354, T355, T355a,T356a, T357, T358, T386, T387, T388a, T389; **Unit 7:** T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; **Unit 8:** T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h
	CC.4.Rinf.5	**(5)** Describe the overall structure (e.g chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**Unit 1:** T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; **Unit 2:** T137a, T137b, T137d; **Unit 4:** T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; **Unit 5:** T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; **Unit 6:** T383a, T387a, T388, SG17, SG20; **Unit 7:** T427a, SG8; **Unit 8:** T540–541, T546–T547, SG4, SG5, SG8, SG10, SG11
	CC.4.Rinf.6	**(6)** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	**Unit 6:** SG4, SG5; **Unit 7:** T483a, T483b, T483f, T483g
Integration of Knowledge and Ideas	**CC.4.Rinf.7**	**(7)** Interpret information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to understanding a print or digital text.	**Unit 1:** T1i, T2, T3, T27h, T59i, T59j; **Unit 2:** T72, T73,T113, T114–115, T116–117, T120–121, T122; **Unit 3:** T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; **Unit 4:** T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; **Unit 5:** T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; **Unit 6:** T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; **Unit 7:** T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; **Unit 8:** T490, T491, SG22, SG23
	CC.4.Rinf.8	**(8)** Explain how an author uses reasons and evidence to support particular points in a text.	**Unit 2:** T137a, T137b, T137d, T137f, T137g, T137h; **Unit 3:** SG4, SG5; **Unit 4:** T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; **Unit 5:** T313a, T313b; **Unit 7:** T448, T449, T453a, T453b, T453d, T453g; **Unit 8:** T516a, T516b
	CC.4.Rinf.9	**(9)** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Unit 2:** T135a, T136; **Unit 5:** T303j, SG4, SG5; **Unit 6:** T385r, T409, T417f, T417g, T417h; **Unit 7:** T423o, T423p, T445a, T445b, T445h, T478b; **Unit 8:** T523a, T525d, T525g, T549a, T549b, T559f, T559g

Grade 4 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Range and Level of Text Complexity	**CC.4.Rinf.10**	**(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 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**Unit 1:** T1i, T7, T8, T11, T14–15, T16–17, T18–19, T27h, T27o, T28a, T28b, T29, T30, T31, T32, T33, T33a, T34, T34a, T40, T41, T59j, T60c, T61, T62, T63a, T64a, T65, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; **Unit 2:** T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 3:** T167j, T173r, T177, T178, T181, T182–183, T184–185, T186–187, T188–189, T191, T192–193, T194–195, T197h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 4:** T213j, T219, T220, T221, T223, T224–225, T226–227, T228–229, T230–231, T232, T233, T234, T235, T236, T236a, T237, T245r, SG4, SG5, SG7, SG8, SG9, SG10, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; **Unit 5:** T303j, T303q, T304, T305, T306–307, T308–309, T310, T311, T311a, T312, T312a, T313, T313r, T337h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 6:** T381, T382, T383, T385r, T409h, T410c, T411, T412–413, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 7:** T423j, T428a, T429, T430, T431, T443a, T444, T444a, T445, T445h, T477j, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; **Unit 8:** T515j, T517, T518–519, T520–521, T522, T523, T525r, T530, T531, T533, T534–535, T536–537, T539, T540–541, T542–543, T544–545, T546–T547, T549h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27
Foundational Skills			
Phonics and Word Recognition	**CC.4.Rfou.3**	**(3)** Know and apply grade-level phonics and word analysis skills in decoding words.	**Unit 1:** T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; **Unit 2:** T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; **Unit 3:** T143j, T143k, T143l, T167j, T173r, T197h, T197j; **Unit 4:** T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; **Unit 5:** T281j, T281k, T303j, T303k, T313r, T313s, T337h; **Unit 6:** T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; **Unit 7:** T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; **Unit 8:** T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
	CC.4.Rfou.3.a	**(a)** Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Unit 1:** T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; **Unit 2:** T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; **Unit 3:** T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; **Unit 4:** T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; **Unit 5:** T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; **Unit 6:** T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; **Unit 7:** T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; **Unit 8:** T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
Fluency	**CC.4.Rfou.4**	**(4)** Read with sufficient accuracy and fluency to support comprehension.	**Unit 1:** T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; **Unit 2:** T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; **Unit 3:** T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; **Unit 4:** T213j, T217, T217a, T220, T223, T224–225, T232, T233, T234, T235, T236, T236a, T237, T238a, T239, T241, T243a, T245b, T245r, T247a, T250, T253, T254–255, T270a, T270b, T271, T273a, T275b; **Unit 5:** T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; **Unit 6:** T351j, T355a, T358, T361, T362–363, T364–365, T374–375, T376, T380a, T380b, T381, T384, T385b, T385r, T387a, T390, T393, T394–395, T405, T410a, T410b, T411, T416, T417b; **Unit 7:** T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; **Unit 8:** T489j, T493a, T496, T500–501, T509, T516a, T517, T524, T525b, T525r, T527a, T530, T534–535, T539, T549o, T550, T550a, T551, T558, T559b
	CC.4.Rfou.4.a	**(a)** Read on-level text with purpose and understanding.	**Unit 1:** T14–15, T21, T29, T44–45, T53, T60a, T61; **Unit 2:** T81, T82–83, T84–85, T86–87, T88–89, T90, T91, T92–93, T94, T95, T98, T98a, T99, T100, T101, T102, T103, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T131, T132–133, T134–135; **Unit 3:** T154–155, T161, T182–183, T191, T198a, T199; **Unit 4:** T223, T224–225, T226–227, T228–229, T230–231, T238c, T239, T240, T241, T253, T254–255, T260, T261, T262–263, T264–265, T266, T267, T270c, T271, T272, T273; **Unit 5:** T292, T297, T305, T322–323, T331, T339; **Unit 6:** T361, T364–365, T368–369, T374–375, T376, T381, T393, T394–395, T396–397, T398–399, T400–401, T402, T404, T405, T406, T410c, T411, T412–413, T414–415; **Unit 7:** T434–435, T441, T447, T462–463, T471, T479, T482; **Unit 8:** T500–501, T509, T517, T534–535, T539, T551
	CC.4.Rfou.4.b	**(b)** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**Unit 1:** T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; **Unit 2:** T71j, T81, T82-83, T90, T91, T97, T105r, T112, T114–115, T129; **Unit 3:** T143j, T167, T171a, T173b, T182–183, T197; **Unit 4:** T213j, T236a, T245r, T269i, T268a, T269; **Unit 5:** T281j, T292, T297, T302a, T313r, T322–323, T331, T337; **Unit 6:** T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; **Unit 7:** T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; **Unit 8:** T489j, T500–501, T509, T515, T525r, T534–535, T539, T549
	CC.4.Rfou.4.c	**(c)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Unit 1:** T1i, T35r, T59j; **Unit 2:** T71j, T97j, T105r, T129f; **Unit 3:** T143j, T167j, T173r, T173t, T197h; **Unit 4:** T213j, T237h, T245r, T269j; **Unit 5:** T281j, T303j, T337h; **Unit 6:** T351j, T379j, T385r, T409h; **Unit 7:** T423j, T445h, T453r, T477j; **Unit 8:** T489j, T515j, T525r, T549h

Writing

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Text Types and Purposes	**CC.4.W.1**	**(1)** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Unit 1:** T35r, T58; **Unit 2:** T96, T97, T105d, T137d; **Unit 3:** T166, T171, T202–203; **Unit 4:** T237m, T237n, T238b, T245j, T245k, T281; **Unit 5:** T313q, T337m, T337n, T346, T347, T348, T349; **Unit 7:** T445g; **Unit 8:** T515i, T515o, T515p, T525i, T525j, T525k, T525l, T560, T561, T562, T563
	CC.4.W.1.a	**(2)** Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**Unit 1:** T35q; **Unit 2:** T137d; **Unit 4:** T237m, T237n, T245j, T245k; **Unit 5:** T337m, T337n, T346, T347, T348, T349; **Unit 7:** T445g; **Unit 8:** T525i, T525j, T525k, T525l, T560, T561
	CC.4.W.1.b	**(b)** Provide reasons that are supported by facts and details.	**Unit 1:** T35q; **Unit 2:** T96, T97, T105d, T137d; **Unit 3:** T171, T202–203; **Unit 4:** T237m, T237n, T245i, T245j, T245k; **Unit 5:** T346, T347, T348, T349; **Unit 8:** T515o, T515p, T525k, T525l, T560, T561, T562, T563
	CC.4.W.1.c	**(c)** Link opinions and reasons using words and phrases (e.g. for instance, in order to, in addition).	**Unit 1:** T35q; **Unit 2:** T137d; **Unit 4:** T237m, T237n, T245i, T245j, T245k; **Unit 5:** T346, T347, T348, T349; **Unit 8:** T515i, T525k, T525l, T560, T561, T562, T563
	CC.4.W.1.d	**(d)** Provide a concluding statement or section related to the opinion presented.	**Unit 5:** T337m, T337n, T347, T348; **Unit 8:** T562, T563
	CC.4.W.2	**(2)** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Unit 1:** T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; **Unit 2:** T71i, T105q, T129e, T139; **Unit 3:** T148, T176, T178, T179, T197m, T197n; **Unit 4:** T213i, T237g, T245q; **Unit 5:** T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; **Unit 6:** T379i; **Unit 7:** T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; **Unit 8:** T525q, T549g
	CC.4.W.2.a	**(a)** Introduce a topic clearly and group related information together in paragraphs and sections; include formatting (e.g headings), illustrations, and multimedia when useful to aiding comprehension.	**Unit 1:** T59j; **Unit 2:** T129m, T129n, T138; **Unit 3:** T206–207, T208; **Unit 4:** T237g, T269i; **Unit 5:** T303o, T303p, T313j, T313k, T313l, T346, T347; **Unit 7:** T423o, T423p, T445a, T445b, T453j, T453k, T453l
	CC.4.W.2.b	**(b)** Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**Unit 1:** T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; **Unit 2:** T138, T139, T140, T141; **Unit 3:** T197m, T197n, T208; **Unit 4:** T213i; **Unit 5:** T303o, T303p, T313i, T313j, T313q; **Unit 6:** T379i; **Unit 7:** T445a, T453j;
	CC.4.W.2.c	**(c)** Link ideas within categories of information using words or phrases (e.g. another, for example, also, because).	**Unit 1:** T35w, T35x; **Unit 3:** T143o, T143p
	CC.4.W.2.d	**(d)** Use precise language and domain-specific vocabulary to inform about or explain the topic.	**Unit 1:** T35r; **Unit 2:** T71j; **Unit 4:** T267a, T268, T268a, T269; **Unit 8:** T489o, T489p, T525q, T549h
	CC.4.W.2.e	**(e)** Provide a concluding statement or section related to the information or explanation offered.	**Unit 5:** T303i, T313q, T313r; **Unit 7:** T445b
	CC.4.W.3	**(3)** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Unit 1:** T27g, T59a, T59b, T59c, T59d; **Unit 2:** T71i, T71o, T71p, T97i; **Unit 3:** T143i, T167a, T167b, T167c, T167d, T196; **Unit 5:** T337i, T337j; **Unit 6:** T351i, T385q; **Unit 7:** T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; **Unit 8:** T489j, T515a, T515b, T515c, T515d
	CC.4.W.3.a	**(a)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**Unit 1:** T35w, T35x; **Unit 2:**T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; **Unit 4:** T245w, T245x, T269a, T269c; **Unit 5:** T337i; **Unit 6:** T351i, T385q; **Unit 7:** T423i, T445g, T477a, T477b, T477c
	CC.4.W.3.b	**(b)** Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**Unit 2:** T105i, T105j, T105k, T105l; **Unit 5:** T281o, T281p, T303b, T303c, T303d; **Unit 6:** T385q; **Unit 7:** T453q, T477i
	CC.4.W.3.c	**(c)** Use a variety of transitional words and phrases to manage the sequence of events.	**Unit 2:** T105i, T105j, T105k, T105l
	CC.4.W.3.d	**(d)** Use concrete words and phrases and sensory details to convey experiences and events precisely.	**Unit 3:** T167o, T167p, T173i, T173j, T173k, T173l; **Unit 4:** T276, T277, T278, T279; **Unit 8:** T515a, T515b, T515c, T515d
	CC.4.W.3.e	**(e)** Provide a conclusion that follows from the narrated experiences or events.	**Unit 7:** T453w, T453x, T477a, T477b, T477c;
Production and Distribution of Writing	**CC.4.W.4**	**(4)** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**Unit 2:** T71o, T71p, T97a, T97b; **Unit 3:** T167a, T167b, T167c, T167d, T197g; **Unit 5:** T281i, T303i, T313q; **Unit 6:** T385q, T409g; **Unit 7:** T477j; **Unit 8:** T489i, T515i, T525q
	CC.4.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.)	**Unit 1:** T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; **Unit 2:** T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; **Unit 3:** T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; **Unit 4:** T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; **Unit 5:** T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; **Unit 6:** T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; **Unit 7:** T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; **Unit 8:** T489n, T525v, T549l, T515a, T515b, T515c, T515d, T525i, T525j, T525k, T525l, T560, T561, T562, T563

Grade 4 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Production and Distribution of Writing	**CC.4.W.6**	**(6)** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**Unit 2:** T129e; **Unit 3:** T143j, T167a, T167b, T167c, T167d, T173r; **Unit 6:** T379o, T379p, T385j, T385k, T385l; **Unit 8:** T525j, T525k, T525l
Research to Build Knowledge	**CC.4.W.7**	**(7)** Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**Unit 1:** T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; **Unit 2:** T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; **Unit 3:** T173w, T173x, T197a, T197b, T208, T208a; **Unit 4:** T213i, T213o, T213p, T237a, T237b, T237g, T237h; **Unit 5:** T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; **Unit 6:** T351j, T379j, T409a; **Unit 7:** T423j, T453r, T477j, T445a; **Unit 8:** T489j, T515j, T525r, T525w, T525x, T549a, T549b
	CC.4.W.8	**(8)** Recall relevant information from experience or gather relevant information from print and digital sources; take notes and categorize evidence, and provide a list of sources.	**Unit 1:** T1h, T1i, T27h, T35q; **Unit 2:** T71i, T71j, T97i, T97j, T105r, T129a, T129b; **Unit 3:** T173w, T173x, T197a, T197b, T197h, T208a, T209; **Unit 4:** T213j, T213o, T213p, T237a, T237b; **Unit 5:** T313r, T313w, T313x, T337a, T337b, T337g, T337h; **Unit 6:** T385q, T385w, T385x, T409a, T409b, T409g, T409h; **Unit 7:** T423o, T423p, T445a, T445b, T453r; **Unit 8:** T489i, T515j, T525w, T525x, T549a, T549b
	CC.4.W.9	**(9)** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Unit 1:** T6, T33, T35r, T38, T60b, T60c; **Unit 2:** T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; **Unit 3:** T167j, T173r, T197h; **Unit 4:** T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273 T275a, T275d; **Unit 5:** T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; **Unit 6:** T356, T381, T382, T385d, T385w, T385x, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409a, T409b, T409m, T409n, T409o, T410a, T410b, T410c, T411, T414–415, T418, T419, T420; **Unit 7:** T439, T443, T446b, T481, T483d; **Unit 8:** T506–507, T523, T525d, T525g, T528, T536–537, T549m, T549n, T550b, T557, T559d, T559g
	CC.4.W.9.a	**(a)** Apply grade 4 reading standards to literature (e.g. "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character's thoughts, words, or actions.]	**Unit 1:** T50–51; **Unit 2:** T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; **Unit 4:** T275c, T275d; **Unit 5:** T284, T286, T286a, T288, T289, T290, T295, T301b, T302; **Unit 6:** T356, T358, T359, T372, T374–375, T377a, T385d, T385g; **Unit 8:** T494
	CC.4.W.9.b	**(b)** Apply grade 4 reading standards to informational texts (e.g. "Explain how an author uses reasons and evidence to support particular points in a text").	**Unit 1:** T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; **Unit 2:** T137f, T137g, T137h; **Unit 3:** T174, T176, T180, T188–189, T205e, T205g; **Unit 4:** T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; **Unit 5:** T314, T316, T316a, T318, T319, T320, T328–329; **Unit 6:** T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; **Unit 7:** T439, T446b, T451, T453d, T478b, T483g; **Unit 8:** T525d, T525g, T536–537
Range of Writing	**CC.4.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.	**Unit 1:** T4, T6, T6a, T9, T10, T18–19, T20, T24–25, T25a, T27, T35i, T35j, T35k, T35l, T36, T38, T38a, T41, T42, T50–51, T52, T57a, T66, T67, T68, T69, T70, T71, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 2:** T74, T76, T80, T84–85, T97b, T97c, T98c, T103, T106, T108, T108a, T110, T111, T112, T120–121, T127a, T128, T137d, T139, T140, T142, T143, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 3:** T143i, T146, T148, T152, T159, T160, T165a, T167a, T167b, T167c, T167d, T167o, T167p, T167a, T168b, T173c, T173d, T173e, T173g, T173j, T173k, T173l, T174, T176, T176a, T178, T179, T180, T188–189, T190, T194–195, T197m, T197n, T205c, T205d, T205e, T205g, T206–207, T208, T208a, T209, T210, T211, T212, T213, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 4:** T216, T218, T218a, T220, T221, T222, T230–231, T235a, T236, T245e, T245f, T245g,T245j, T245k, T246, T248, T248a, T250, T251, T252, T259, T267a, T268, T269b, T269c, T269i, T269q, T270b, T277, T278, T279, T280, T281, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 5:** T284, T286, T286a, T288, T289, T290, T295, T296, T301a, T301b, T302, T303a, T303b, T303c, T303d, T313c, T313d, T313e, T313g, T314, T316, T316a, T318, T319, T320, T328–329, T30, T334–335, T335a, T336, T343a, T345, T345c, T345d, T345e, T345g, T346, T347, T348, T349, T350, T351, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 6:** T351i, T354, T356a–359, T360, T371, T372, T377a, T377b, T378, T379a, T379b, T379c, T379d, T379q, T380b, T385g, T385i, T385j, T385k, T385l, T386, T388, T388a, T392, T403, T404, T407, T417d, T418, T419, T420, T421, T422, T423, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 7:** T426, T428, T428a, T431, T432, T439, T440, T441, T442, T443, T443a, T444, T453i, T453e, T453g, T453j, T453k, T453l, T454, T456, T456a, T458, T459, T460, T468–469, T470, T475a, T475b, T476, T477a, T477b, T477c, T477d, T484, T485, T486, T487, T488, T489, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; **Unit 8:** T492, T494, T494a, T496, T497, T498, T506–507, T513b, T514, T515a, T515b, T515c, T515d, T515q, T516b, T525i, T525j, T525k, T525l, T526, T527, T528a, T530, T531, T532, T538, T546–T547, T547a, T548, T560, T561, T562, T563, T564, T565, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Comprehension and Collaboration	**CC.4.SL.1**	**(1)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	**Unit 1:** T6a, T7, T8, T9, T10, T11, T12–13, T14–15, T16–17, T18–19, T20, T22–23, T24–25, T26a, T27, T57b, T58a, T59, T59j; **Unit 2:** T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; **Unit 3:** T152, T153, T154–155, T156–157, T158, T166a, T167, T167q, T168a, T168b, T171a, T172, T173, T176a, T177, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T196, T205f, T205g, T205h; **Unit 4:** T213i, T245r; **Unit 5:** T313r; **Unit 6:** T379j, T385r, T409g; **Unit 7:** T423i, T423j, T477i, T483h; **Unit 8:** T515i, T525r, T549g
	CC.4.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.	**Unit 1:** T6a, T8, T14–15, T18–19, T20, T24–25, T25a, T26, T27, T35e, T35g, T35h, T57b, T58a, T59, T65e, T65h, T70, T71, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; **Unit 2:** T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 3:** T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; **Unit 4:** T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; **Unit 5:** T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; **Unit 6:** T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; **Unit 7:** T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; **Unit 8:** T525e, T525r, T559h, T564, T565, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25
	CC.4.SL.1.b	**(b)** Follow agreed-upon rules for discussions and carry out assigned roles.	**Unit 2:** T106, T107, T107a, T108a, T109, T110, T112, T128, T143; **Unit 3:** T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; **Unit 4:** T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; **Unit 6:** T351i, T385r
	CC.4.SL.1.c	**(c)** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**Unit 1:** T1h, T36, T37, T37a, T38a, T41, T59i; **Unit 2:** T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; **Unit 3:** T165b, T166, T166a, T167, T169, T170; **Unit 7:** T423i, T445g, T454, T455, T456
	CC.4.SL.1.d	**(d)** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**Unit 1:** T27h, T27o,T28, T28a, T28b, T59q, T60, T60a, T60b; **Unit 2:** T97q, T98a, T98b, T130a, T130b; **Unit 3:** T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; **Unit 4:** T248a, T249, T250, T251, T252, T253, T254–255, T256–257, T258, T259, T260, T261, T262–263, T264–265, T267a, T268, T268a, T269, T269q, T270a, T270b, T270c, T271, T272, T273, T273a, T274, T274a, T275, T275a, T275e, T275f, T275g, T275g; **Unit 5:** T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; **Unit 6:** T380a, T380b, T409g, T409o, T410a, T410b; **Unit 7:** T445h, T445o, T446, T446a, T446b, T453q, T477q; **Unit 8:** T515q, T526, T527, T528a, T530, T531, T549g, T549o, T550a, T550b
	CC.4.SL.2	**(2)** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Unit 1:** T2, T3, T59j; **Unit 2:** T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; **Unit 3:** T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; **Unit 4:** T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; **Unit 5:** T281i, T313q, T337g; **Unit 6:** T380b, T385q, T409a, T409b, T409g; **Unit 7:** T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; **Unit 8:** T515i, T525q
	CC.4.SL.3	**(3)** Identify the reasons and evidence a speaker provides to support particular points.	**Unit 4:** T245i, T245j, T245k; **Unit 5:** T337a, T337b
Presentation of Knowledge and Ideas	**CC.4.SL.4**	**(4)** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**Unit 1:** T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; **Unit 2:** T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; **Unit 3:** T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; **Unit 4:** T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; **Unit 5:** T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; **Unit 6:** T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; **Unit 7:** T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; **Unit 8:** T494a, T496, T497, T524, T525, T525r, T549a, T549b, T549h, T557a, T558
	CC.4.SL.5	**(5)** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**Unit 3:** T205e; **Unit 4:** T281; **Unit 5:** T303i; **Unit 6:** T351j, T379j; **Unit 7:** T445a, T445b, T477j; **Unit 8:** T515j
	CC.4.SL.6	**(6)** Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	**Unit 1:** T27g, T59i, T59o, T59p, T66, T67, T68, T69; **Unit 2:** T108a, T109, T110, T128, T129; **Unit 7:** T428a, T456a

Grade 4 Common Core Standards

Language

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Conventions of Standard English	**CC.4.L.1**	**(1)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**Unit 1:** T1l, T1m, T34a, T35, T35a, T35b, T35c, T35d, T35u, T35v, T59d, T59i, T59m, T59n, T64a, T65, T65h, T66, T67, T68, T69; **Unit 2:** T71m, T71n, T97c, T97d, T97n, T104a, T105, T105c, T105u, T105v, T107, T136a, T137; **Unit 3:** T143k, T143m, T143n, T143o, T143p, T167a, T167b, T167c, T167d, T167m, T167n, T172a, T173, T173i, T173j, T173k, T173l, T173u, T173v, T197k, T197l, T204a, T205, T210, T211; **Unit 4:** T213m, T213n, T237k, T237l, T244a, T245, T245l, T245q, T245u, T245v, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; **Unit 5:** T281m, T281n, T285, T286, T303a, T303d, T303m, T303n, T312a, T313, T313l, T313r, T313u, T313t, T337k, T337l, T344a, T344a, T345, T348, T349; **Unit 6:** T351m, T351n,T351o, T351p, T354, T355, T355a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T416a, T417, T420; **Unit 7:** T423m, T423n, T445k, T445l, T445m, T445n, T452a, T453, T453k, T453l, T453u, T453v, T477c, T477d, T477m, T477n, T482a, T483, T486; **Unit 8:** T489m, T489n, T515d, T515m, T515n, T524a, T525, T525e, T525h, T525u, T525v, T549k, T549l, T558a, T559, T562, T563
	CC.4.L.1.a	**(a)** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	**Unit 1:** T35u, T35v, T59d, T59m, T59n, T66, T67, T68, T69; **Unit 7:** T453u, T453v, T477d
	CC.4.L.1.b	**(b)** Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.	**Unit 4:** T213n, T237k, T237l; **Unit 8:** T515m, T515n, T525k, T525l, T525u, T525v, T549k, T549l, T562, T563
	CC.4.L.1.c	**(c)** Use modal auxiliaries (e.g. can, may, must) to convey various conditions.	**Unit 4:** T269m, T269n; **Unit 8:** T525u, T525v
	CC.4.L.1.d	**(d)** Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).	**Unit 5:** T303m, T303n, T313l, T337k, T337l
	CC.4.L.1.e	**(e)** Form and use prepositional phrases.	**Unit 6:** T351i; **Unit 7:** T486
	CC.4.L.1.f	**(f)** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	**Unit 1:** T1l, T1m, T27k, T27l, T34a, T35, T35l, T59m, T59n, T66, T67, T68, T69; **Unit 2:** T105u, T105v, T129k, T129l, T139, T140; **Unit 6:** T379a, T379b, T379c, T379d; **Unit 7:** T445m, T445n, T453k, T453l
	CC.4.L.1.g	**(g)** Correctly use frequently confused words (e.g. to, too, two; there, their).	**Unit 1:** T1j, T27i, T59l; **Unit 2:** T71k, T71l, T97k, T105t, T129j; **Unit 3:** T143k, T167l, T173t; **Unit 4:** T213k, T237i, T245s, T269k; **Unit 5:** T281l, T303l, T313t, T337j; **Unit 6:** T351l, T379k, T385s, T409j; **Unit 7:** T423l, T445j, T453t, T477l; **Unit 8:** T489l, T515k, T525s, T549i
	CC.4.L.2	**(2)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Unit 1:** T1j, T1k, T1m, T27i, T27j, T27l, T34a, T35, T35l, T35s, T35t, T59i, T59k, T59l; **Unit 2:** T71l, T97c, T97d, T97l, T97n, T105t, T105u, T105v, T129j, T129k, T129l, T139, T140; **Unit 3:** T143k, T143l, T143m, T143n, T167a, T167b, T167c, T167d, T167l, T167m, T167n, T173i, T173j, T173k, T173s, T173t, T197i, T197j; **Unit 4:** T213l, T237i, T237j, T245s, T245t, T245u, T245v, T269k, T269l; **Unit 5:** T281n, T303d, T303l, T313t, T337j; **Unit 6:** T351k, T351l, T379k, T379l, T385t, T409j; **Unit 7:** T423l, T445j, T453q, T453t, T461, T464–465, T468–469, T477i, T477l; **Unit 8:** T489k, T489l, T489m, T489n, T515d, T515l, T525l, T525t, T549i, T549j
	CC.4.L.2.a	**(a)** Use correct capitalization.	**Unit 1:** T1m, T34a, T35, T35l, T59i; **Unit 2:** T105u, T105v, T129k, T129l
	CC.4.L.2.b	**(b)** Use commas and quotation marks to mark direct speech and quotations from a text.	**Unit 2:** T97m, T97n; **Unit 5:** T281o, T281p, T303d; **Unit 6:** T409a, T409b; **Unit 8:** T515k, T515l
	CC.4.L.2.c	**(c)** Use comma before a coordinating conjunction in a compound sentence.	**Unit 2:** T105u, T105v, T129k, T129l, T139, T140
	CC.4.L.2.d	**(d)** Spell grade-appropriate words correctly, consulting references as needed.	**Unit 1:** T1k, T27i, T27j, T35s, T35t, T59l; **Unit 2:** T71k, T71l, T97k, T97l, T105t, T129j; **Unit 3:** 143k, T143l, T167k, T167l, T173s, T173t, T197i, T197j; **Unit 4:** T213l, T237j, T245t, T269k, T269l; **Unit 5:** T281k, T281l, T281n, T303d, T303k, T303l, T313t, T337i, T337j; **Unit 6:** T351l, T379k, T379l, T385s, T385t, T409i, T409j; **Unit 7:** T423k, T423l, T445i, T445j, T453s, T477k, T477l; **Unit 8:** T489l, T515k, T525s, T525t, T549i, T549j
Knowledge of Language	**CC.4.L.3**	**(3)** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**Unit 1:** T1l, T1m, T27k, T27l, T34a, T35, T35l, T35u, T35v, T59d, T59m, T59n, T63a, T64, T64a, T65, T66, T67, T68, T69; **Unit 2:** T71m, T71n, T97c, T97d, T97m, T97n, T104a, T105, T105u, T105v, T136a, T137; **Unit 3:** T143i, T143j, T143m, T143n, T167a, T167b, T167c, T167d, T167i, T167m, T167n, T173i, T173j, T173k, T173l, T173q, T173u, T173v, T190, T191, T192–193, T194–195, T197k, T197l, T204a, T205, T210, T211; **Unit 4:** T213m, T213n, T237k, T237l, T244a, T245, T245l, T245u, T245v, T248a, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; **Unit 5:** T281m, T281n, T281o, T281p, T303c, T303d, T303m, T303n, T311a, T312, T312a, T313, T313l, T313u, T313t, T344, T344a, T345, T348, T349; **Unit 6:** T351m, T351n, T379a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T409m, T409n, T415a, T416a, T417, T420; **Unit 7:** T423m, T423n, T445k, T445l, T452a, T453, T453k, T453l, T461, T464–465, T468–469, T477c, T477d, T477m, T477n, T482a, T483, T486, SG24, SG25, SG26, SG27; **Unit 8:** T515d, T524a, T525, T525u, T525v, T549k, T549l, T558a, T559, T562, T563
	CC.4.L.3.a	**(a)** Choose words and phrases to convey ideas precisely.	**Unit 2:** T139, T140; **Unit 4:** T252, T254–255, T256–257, T267, T267a, T268, T268a, T269; **Unit 8:** T528a, T529
	CC.4.L.3.b	**(b)** Choose punctuation for effect.*	**Unit 1:** T59i; **Unit 2:** T97m, T97n, T139, T140
	CC.4.L.3.c	**(c)** Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small group discussion).	**Unit 1:** T27g, T59o, T59p, T66, T67, T68, T69

Language, continued

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
Vocabulary Acquisition and Use	**CC.4.L.4**	**(4)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	**Unit 1:** T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; **Unit 2:** T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; **Unit 3:** T197j, T197o, T198, T198c, T199, T205c, T205d; **Unit 4:** T237h, T237o, T238, T238c, T240, T245a, T245c T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; **Unit 5:** T303q, T304, T304a, T304b, T305, T306–307, T308–309, T310, T311, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T339, T340, T345a, T345c, T345d, T345e, T345g; **Unit 6:** T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; **Unit 7:** T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; **Unit 8:** T515q, T516, T516c, T525c, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.4.a	**(a)** Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**Unit 2:** T98c, T105c, T105e; **Unit 4:** T237o, T238, T238c, T245c, T245e, T269q, T270c, T275e
	CC.4.L.4.b	**(b)** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)	**Unit 3:** T167q, T168, T168c, T173c, T173e; **Unit 6:** T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417c, T417e
	CC.4.L.4.c	**(c)** Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**Unit 1:** T1k, T27o, T28, T35c, T35e; **Unit 2:** T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; **Unit 3:** T143l, T173c, T173e, T197j; **Unit 4:** T269l; **Unit 6:** T379l, T409i; **Unit 7:** T453t; **Unit 8:** T489l
	CC.4.L.5	**(5)** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Unit 2:** T95a; **Unit 3:** T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; **Unit 4:** T252, T253, T254–255, T256–257, T259, T260, T261, T262–263, T264–265, T267, T269o, T269p, T269q, T270a, T270b, T271, T272, T273, T273a, T275f, T276, T277, T278, T279; **Unit 5:** T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; **Unit 6:** T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; **Unit 7:** T423i; **Unit 8:** T513, T513a, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559e
	CC.4.L.5.a	**(a)** Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.	**Unit 3:** T168a, T168b, T170, T171a; **Unit 4:** T270a, T270b, T272, T273, T273a
	CC.4.L.5.b	**(b)** Recognize and explain the meaning of common idioms, adages, and proverbs.	**Unit 1:** T44–45, T59q, T60, T60c, T61, T65c; **Unit 8:** T515q, T516, T516c, T525c, T559a, T559b, T559d
	CC.4.L.5.c	**(c)** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Unit 3:** T143l; **Unit 4:** SG26; **Unit 5:** T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; **Unit 8:** T525r
	CC.4.L.6	**(6)** Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g wildlife, conservation, and endangered when discussing animal preservation).	Unit1: T1h, T4, T5, T5a, T6, T6a, T7, T8, T9, T10, T11, T12–13, T16–17, T18–19, T20, T21, T25a, T26, T27, T27g, T33a, T34, T35, T35q, T36, T37, T37a, T38, T38a, T40, T41, T42, T43, T50–51, T52, T53, T56, T57a, T57b, T58, T58a, T59, T59i, T63a, T64, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG4, SG25, SG26, SG27; **Unit 2:** T71i, T74, T75, T75a, T76, T80, T81, T82–83, T88–89, T90, T95b, T96, T97i, T103a, T105, T105q, T106, T107, T108, T108a, T109, T112, T122, T127a, T128, T128a, T129e, T135a, T136, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG17, SG18, SG19, SG20, SG21, SG23, SG24, SG25, SG26, SG27; **Unit 3:** T143i, T146, T147, T147a, T148, T148a, T149, T151, T152, T153, T158, T159, T160, T161, T162–163, T164, T165a, T165b, T166a, T167, T167i, T172a, T172, T173, T173q, T174, T175, T175a, T176, T176a, T177, T178, T179, T180, T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T192–193, T194–195, T195a, T196, T196a, T197, T197g, T203a, T204, T205, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 4:** T213i, T216, T217, T218a, T219, T222, T223, T224–225, T226–227, T228–229, T232, T233, T234, T235, T235a, T236, T236a, T237, T237g, T243a, T245, T245q, T246, T247, T247a, T248a, T249, T250, T252, T253, T256–257, T259, T260, T261, T264–265, T267a, T269, T269i, T269o, T269p, T270c, T271, T272, T273a, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 5:** T281i, T284, T285, T285a, T286a, T287, T288, T289, T290, T291, T292, T293, T294, T295, T296, T297, T298–299, T300, T301a, T301b, T302, T302a, T303, T303i, T311a, T312, T312a, T313, T313q, T314, T315, T315a, T316, T316a, T317, T320, T321, T322–323, T324–325, T326–327, T328–329, T330, T331, T332–333, T334–335, T335a, T336, T336a, T337, T337g, T343a, T344, T345, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 6:** T351i, T354, T355, T355a, T356a, T357, T360, T372, T373, T377b, T378, T379i, T383a, T385, T385q, T386, T387, T387a, T388a, T389, T392, T393, T394–395, T396–397, T404, T406,T407a, T408, T408a, T409g, T415a, T416a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; **Unit 7:** T423i, T426, T427, T427a, T428, T428a, T429, T430, T431, T432, T433, T434–435, T436–437, T438, T439, T440, T441, T442, T443, T443a, T444, T444a, T445, T445g, T451a, T452, T453, T453q, T454, T455, T455a, T456, T456a, T457, T458, T460, T461, T462–463, T464–465, T466–467, T468–469, T470, T471, T472–473, T474, T475a, T475b, T476, T476a, T477, T477i, T481a, T482, T483, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; **Unit 8:** T489i, T492, T493, T493a, T494, T494a, T495, T496, T497, T499, T500–501, T502–503, T504–505, T506–507, T508, T509, T510–511, T512, T513, T513a, T513b, T514, T514a, T515, T515i, T523a, T524, T525q, T526, T527, T527a, T528, T528a, T529, T532, T533, T534–535, T536–537, T538, T539, T540–541, T542–543, T544–545, T546–T547, T547a, T548, T548a, T549, T549g, T557a, T558, T558a, T559, SG4, SG5, SG6, SG7, SG8, SG9, SG10, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27

Program Features and Resources Index

A

Academic talk T1a, T4, T6a, T10, T20, T26, T27o, T28c, T34, T35d, T35h, T38a, T42, T52, T57b, T59q, T64, T65d, T65h, T70, T71j, T74, T76a, T80, T90, T96, T97q, T98c, T104, T105d, T105h, T106, T108a, T112, T122, T128, T129o, T131, T136, T137d, T137h, T142, T146, T148a, T152, T160, T166, T167q, T168c, T172, T173d, T173h, T174, T176a, T180, T190, T196, T197o, T198c, T204, T205c, T205h, T212, T213g–T213h, T216, T218a, T222, T232, T236, T237g–T237h, T237o, T239, T244, T245d, T245h, T245o–T245p, T246, T248a, T252, T260, T268, T269g–T269h, T269q, T270c, T274, T275d, T275h, T280, T284, T286a, T290, T296, T302, T303q, T304c, T312, T313d, T313h, T314, T316a, T320, T330, T336, T337o, T338c, T344, T345d, T345h, T354, T356a, T360, T372, T378, T379q, T384, T385d, T385h, T386, T388a, T392, T408, T409o, T416, T417d, T417h, T422, T426, T428a, T432, T440, T444, T445o, T452, T453d, T454, T456a, T460, T470, T476, T477q, T483d, T483h, T488, T492, T494a, T498, T508, T514, T515q, T516c, T524, T525d, T525h, T526, T528a, T532, T538, T548, T549o, T550c, T558, T559d, T559h, T564

Anthology handbook R4–R16

Assessment A1.1–A1.46, A2.1–A2.47, A3.1–A3.44, A4.1–A4.44, A4.38, A5.1–A5.45, A6.1–A6.6.49, A7.1–A7.46, A8.1–A8.45

Audio

Read with Me T10, T20, T25a, T42, T52, T81, T90, T95b, T112, T122, T127a, T152, T160, T165b, T180, T190, T195a, T222, T223, T232, T233, T235a, T252, T253, T260, T261, T267a, T290, T296, T301b, T320, T330, T335a, T360, T372, T377b, T392, T404, T407a, T432, T440, T443a, T460, T470, T475b, T498, T508, T513b, T538, T547a

Sing with Me T4, T36, T74, T106, T146, T174, T216, T217, T246, T247, T284, T314, T354, T386, T426, T454, T492, T526

Author and illustrator profiles T57, T71j, T95, T143j, T165, T167j, T213j, T245r, T266, T281j, T301, T351j, T377, T445h, T453r, T475, T513, T549h

Author studies SG68, T143j, T167j, SG68, T213j, T245r, SG68, T269j, SG68, T281j, T351j, SG68, T445h, SG68, T453r, T549h, SG68

B

Big question T1a, T1e, T1g, T2, T27f, T35h, T59h, T59q, T65h, T70, SG2, SG3, T71b, T71f, T71h, T72, T73, T97h, T105h, T105p, T129f, T137h, SG2, SG3, T143b, T143h, T144, T145, T167h, T167q, T173p, T197, T197f, T197o, T205h, SG2, SG3, T213b, T213f, T213g, T213h, T214, T215, T237, T237a, T237g, T237h, T237o, T238, T245h, T245p, T269h, T269j, T269q, T275g, T275h, T280, SG2, SG3, T281b, T281h, T282, T283, T303h, T313h, T313p, T337f, T337o, T345h, T350, SG2, SG3, T351b, T351h, T352, T353, T379h, T379q, T385h, T385p, T409f, T409o, T417h, SG2, SG3, T423b, T423h, T424, T425, T445f, T445o, T453h, T453p, T477h, SG2, SG3, T489b, T490, T491, T498h, T515h, T515q, T525f, T525h, T525p, T549f, T549o, T559h, SG2, SG3

C

Centers *see Learning stations*

Comprehension Coach *see Technology*

Cooperative learning

corners BP45, T20, T34, T90, T122, T445o

fishbowl BP45, T108a, T160, T176a, T260, T275h, T296, T356a, T372, T428a, T440–T441, T460, T482, T494a, T508

inside-outside circle BP45, T52, T379q, T385h, T388a

jigsaw BP45, T35h, T112, T190, T312, T313h, T453h

mix and match BP46, T528a

numbered heads together BP46, T6a, T42, T137h, T173h, T180, T197o, T248a, T344, T404, T470, T559h

roundtable BP46, T64, T76a, T105h, T167q, T204, T245h, T274, T345h, T417h, T483h, T515q

team word webbing BP46, T129o, T218a, T232, T320, T477q

think, pair, share BP46, T10, T27o, T97q, T104, T152, T172, T205h, T237o, T252, T269q, T303q, T384, T409o, T452, T525h, T549o

three-step interview BP46, T38a, T59q, T65h, T80, T136, T148a, T222, T244, T286a, T290, T330, T337o, T360, T416, T432, T456a, T498, T524, T532, T558

Cross-Curricular Teamwork Activities *see Learning Stations*

D

Daily language arts *see Grammar*; *Spelling*; *Writing*

Daily spelling and word work *see Spelling*

Daily writing skills *see Writing*

Differentiation strategies

above level T5, T11, T27b, T28, T28b, T31, T33, T34a, T35g, T35j, T37, T43, T46–47, T57a, T58a, T63, T65g, T68, T77, T81, T82–83, T95a, T96a, T97c, T97n, T98, T98a, T101, T105d, T105k, T113, T123, T128a, T129k, T130, T137g, T139, T149, T151, T153, T159, T165a, T166a, T167c, T168, T171, T172a, T173g, T177, T181, T188–189, T194–195, T196a, T197b, T198, T202–203, T204a, T210, T219, T223, T224–225, T237k, T238a, T245g, T245k, T249, T253, T259, T262–263, T268a, T269m, T278, T281n, T285, T289, T291, T295, T302a, T303m, T304, T311, T313g, T313j, T315, T317, T321, T331, T336a, T337k, T338, T338b, T343, T344a, T345d, T345g, T348, T355, T361, T377a, T380, T380b, T383, T384a, T393, T403, T408a, T409b, T410, T410b, T414–415, T419, T420, T429, T433, T441, T444a, T445b, T446b, T449, T452a, T453g, T453j, T459, T461, T468–469, T471, T472–473, T475a, T476a, T478, T481, T483d, T486, T495, T499, T509, T513a, T514a, T515c, T516, T516b, T523, T525k, T527, T533, T542–543, T548a, T549b, T558a, T559d

below level T7, T11, T14–15, T18–19, T21, T24–25, T26a, T28b, T31, T34a, T35d, T41, T43, T46–47, T57a, T58a, T59b, T60a, T65d, T68, T71m, T79, T81, T82–83, T84–85, T91, T95a, T102, T104a, T105d, T105u, T105v, T107, T111, T113, T123, T128a, T129k, T130, T134–135, T136a, T137d, T140, T147, T153, T156–157, T165a, T166a, T167c, T168b, T171, T175, T179, T181, T184–185, T191, T194–195, T196a, T198, T198b, T202–203, T205d, T209, T213n, T217, T223, T224–225, T233, T236a, T237b, T238, T238a, T243, T244a, T245d, T245k, T245u, T247, T251, T253, T254–255, T261, T267, T270, T270a, T273, T274a, T275d, T278, T281m, T291, T295, T297, T301a, T303b, T303n, T308–309, T311, T313k, T313u, T321, T322–323, T337b, T338b, T341, T343, T357, T359, T361, T366–367, T368–369, T371, T373, T378a, T380b, T383, T385d, T385g, T385k, T387, T391, T393, T394–395, T398–399, T405, T408a, T410b, T416a, T417g, T419, T431, T433, T436–437, T441, T444a, T445b, T446, T449, T450, T452a, T453d, T457, T461, T472–473, T475a, T477c, T478b, T482a, T483d, T483g, T486, T493, T497, T499, T502–503, T506–507, T509, T510–511, T513a, T514a, T516b, T520–521, T523, T524a, T525d, T525g, T525j, T529, T533, T542–543, T550, T550b, T554–555, T557, T559g, T562

English learners T5, T7, T21, T27b, T28, T33, T35d, T35g, T35k, T37, T39, T53, T54–55, T59c, T60, T60a, T63, T64a, T67, T71m, T75, T77, T84–85, T91, T97m, T98, T98a, T102, T104a, T105g, T105j, T105k, T107, T109, T116–117, T129b, T129l, T130a, T134–135, T136a, T137g, T139, T147, T149, T156–157, T161, T168, T172a, T173d, T173v, T175, T177, T188–189, T196a, T197b, T204a, T205d, T205g, T210, T213m, T217, T219, T226–227, T237b, T237k, T241, T244a, T245g, T245v, T247, T249, T254–255, T262–263, T268a, T269c, T269m, T270, T270a, T274a, T275d, T281m, T285, T287, T293, T297, T301a, T302a, T303c, T303m, T304, T304a, T312a, T313d, T313u, T315, T317, T331, T336a, T337b, T337k, T338, T341, T344a, T346, T355, T357, T364–365, T366–367, T373, T378a, T380, T384a, T385g, T387, T389, T398–399, T405, T407, T409b, T409l, T410, T414–415, T416a, T417d, T420, T427, T429, T439, T443, T453g, T455, T457, T462–463, T463k, T476a, T478, T478b, T482a, T485, T493, T495, T502–503, T510–511, T515b, T516, T520–521, T524a, T525g, T527, T529, T531, T539, T548a, T550, T554–555, T557, T558a, T559d, T561, T562

on level T11, T43, T81, T113, T153, T181, T223, T253, T291, T321, T361, T393, T433, T461, T499, T533

leveled reading selections SG4–SG27

special needs T9, T14–15, T26a, T35k, T39, T53, T54–55, T58a, T59c, T60, T64a, T65d, T65g, T67, T71n, T75, T96a, T97b, T101, T105g, T109, T116–117, T128a, T129b, T130a, T137d, T140, T153, T159, T161, T166a, T167b, T168b, T173d, T184–185, T191, T198b, T209, T212m, T221, T226–227, T233, T237l, T238, T243, T245d, T245j, T245u, T259, T261, T267, T269b, T269n, T273, T275g, T277, T287, T293, T302a, T304a, T308–309, T312a, T313d, T313g, T313j, T313v, T319, T322–323, T337l, T345d, T345g, T348, T364–365, T368–369, T371, T377a, T378a, T379b, T385d, T385j, T389, T394–395, T403, T407, T408a, T417d, T417g, T427, T436–437, T439, T443, T444a, T446, T446b, T450, T453d, T455, T462–463, T468–469, T471, T476a, T477b, T481, T483g, T514a, T525d, T539, T548a, T549b, T550b, T559g

Digital library *see Technology*

F

Family newsletters

Family Newsletter 1, Family Newsletter 2, Family Newsletter 3, Family Newsletter 4, Family Newsletter 5, Family Newsletter 6, Family Newsletter 7, Family Newsletter 8

Fiction books *see Small Group Reading*

Fluency T5a, T8, T14–15, T21, T26a, T28a, T29, T34, T35b, T37a, T40, T44–45, T53, T59, T60a, T61, T64, T65b, T75a, T78, T82–83, T91, T97, T98a, T99, T104, T105b, T107a, T110, T114–115, T122, T129, T130a, T131, T136, T137b, T147a, T150, T154–155, T161, T167, T168a, T169, T171a, T173b, T175a, T178, T182–183, T191, T197, T198a, T199, T205b, T217a, T220, T224–225, T233, T236a, T238a, T239, T243a, T245b, T247a, T250, T254–255, T261, T269, T270a, T271, T273a, T275b, T285a, T288, T292, T297, T302a, T304a, T305, T311a, T313b, T315a, T318, T322–323, T331, T337, T338a, T339, T344, T345b, T355a, T358, T362–363, T373, T379, T380a, T381, T384, T385b, T387a, T390, T394–395, T405, T409,

T410a, T411, T416, T417b, T427a, T430, T434–435, T441, T445, T446a, T447, T452, T453b, T455a, T458, T462–463, T471, T477, T478a, T479, T481a, T483b, T493a, T496, T500–501, T509, T515, T516a, T517, T524, T525b, T527a, T530, T534–535, T539, T549, T550a, T551, T558, T559b

G

Grammar T1l–T1m, T6, T9, T18–19, T24–25, T26, T27k–T27l, T28b, T32, T34a, T35, T35c, T35g, T35k, T35u–T35v, T38, T40, T50–51, T57a, T58, T59c, T59m–T59n, T60b, T62, T64a, T65, T65g, T68, T71m–T71n, T76, T78, T88–89, T95a, T96, T97m–T97n, T98b, T103, T104a, T105, T105c, T105g, T105u–T105v, T108, T110, T120–121, T126–127, T128, T129k–T129l, T130b, T132–133, T136a, T137, T137c, T137g, T143m–T143n, T148, T151, T159, T165a, T166, T167c, T167m–T167n, T168b, T171, T172a, T173, T173g, T176, T179, T186–187, T192–193, T196, T197k–T197l, T198b, T200–201, T204a, T205, T205c, T205g, T207b, T210, T213m–T213n, T218, T221, T230–231, T236, T237k–T237l, T238b, T242, T245, T245c, T245g, T245k, T245u–T245v, T247, T248, T251, T259, T267, T268, T269m–T269n, T272, T275c, T275g, T278, T281m–T281n, T286, T289, T295, T301a, T302, T303c, T303m–T303n, T304b, T310, T312a, T313, T313c, T313g, T313k, T313u–T313v, T316, T318, T326–327, T334–335, T336, T337k–T337l, T338b, T342, T344a, T345, T345g, T348, T351m–T351n, T356, T359, T371, T377a, T378, T379c, T379m–T379n, T380b, T383, T384a, T385, T385c, T385g, T385k, T385u–T385v, T388, T391, T403, T407, T408, T409k–T409l, T410b, T412–413, T416a, T417, T417b, T417g, T420, T423m–T423n, T428, T431, T439, T443, T444, T445k–T445l, T446b, T451, T452a, T453, T453g, T453k, T453u–T453v, T456, T459, T466–467, T475a, T476, T477c, T477m–T477n, T478b, T480, T482a, T483, T483g, T486, T489m–T489n, T494, T497, T506–507, T513a, T514, T515c, T515m–T515n, T516b, T522, T524a, T525, T525c, T525g, T525k, T525u–T525v, T528, T531, T536–537, T544–545, T548, T549k–T549l, T550b, T555g, T557, T558a, T559, T562

I

Independent work *see Learning stations*

Interactive whiteboard lessons *see Technology*

Interactive whiteboard tips *see Technology: eVisuals*

L

Language and Literacy Teamwork Activities *see Learning stations*

Learning stations
- author studies T71j, T143j, T167j, T213j, T281j, T351j, T453r, T549h
- Cross-Curricular Teamwork Activities T1i, T27h, T35r, T59j, T71j, T97j, T105r, T129h, T143j, T167j, T173r, T197h, T213j, T237h, T245r, T269i, T269j, T281j, T303j, T313r, T337h, T351j, T379j, T385r, T409h, T423j, T445h, T453r, T477j, T489j, T515j, T525q, T525r, T549h
- independent work T1h–T1i, T27g–T27h, T35q–T35r, T59i–T59j, T71i–T71j, T97i–T97j, T105q–T105r, T129g–T129h, T143i–T143j, T167i–T167j, T173q–T173r, T197g–T197h, T213i–T213j, T237g–T237h, T245q–T245r, T269i–T269j, T281i–T281j, T303i–T303j, T313q–T313r, T337g–T337h, T351i–T351j, T379i–T379j, T385q–T385r, T409g–T409h, T423i–T423j, T445g–T445h, T453q–T453r, T477i–T477j, T489i–T489j, T515i–T515j, T525q–T525r, T549g–T549h
- Language and Literacy Teamwork Activities T1h, T27h, T35r, T59i, T71i, T97i, T97j, T105q, T129g, T129h, T143i, T167i, T173q, T197g, T213i, T231i, T237g, T245q, T269i, T269j, T273g, T273h, T281i, T313r, T337g, T351i, T379j, T385q, T409g, T423i, T445g, T453q, T477i, T489i, T515i, T525r, T549g
- online activities T1h, T1i, T27g, T27h, T35q, T35r, T59i, T59j, T71i, T71j, T97i, T97j, T105q, T105r, T129g, T129h, T143i, T143j, T167i, T167j, T173q, T173r, T197g, T197h, T213i, T213j, T237g, T237h, T245q, T245r, T269i, T269j, T281i, T281j, T303i, T303j, T313q, T313r, T337g, T337h, T351i, T351j, T379i, T379j, T385q, T385r, T409g, T409h, T423i, T423j, T445g, T445h, T453q, T453r, T477i, T477j, T489i, T489j, T515i, T515j, T525q, T525r, T549g, T549h

Lesson planners
- unit skills at a glance T1d–T1e, T71e–T71f, T143e–T143f, T213e–T213f, T281e–T281f, T351e–T351f, T423e–T423f, T498e–T498f
- weekly planners T1f–Tg, T27e–T27f, T35o–T35p, T59g–T59h, T71g–T71h, T97g–T97h, T105o–T105p, T129e–T129f, T143g–T143h, T167g–T167h, T173o–T173p, T197e–T197f, T213g–T213h, T237g–T237h, T245o–T245p, T269i–T269j, T281g–T281h, T303g–T303h, T313o–T313p, T337e–T337f, T351g–T351h, T379g–T379h, T385o–T385p, T409e–T409f, T423g–T423h, T445e–T445f, T453o–T453p, T477g–T477h, T498g–T498h, T515g–T515h, T525o–T525p, T549e–T549f
- *see also Technology: online lesson planners*

M

Mark-up reading *see Technology: interactive whiteboard lessons*

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Small group reading*

O

Online lesson planner *see Technology*

Online resources *see Technology*

P

Phonics *see Reach into Phonics*

Power Writing *see Writing*

R

Reach Into Phonics T1i, T27h, T35r, BP52–BP54, T59j, T71j, T97j, T105r, T129h, T143j, T167j, T173r, T197h, T213d, T213j, T237h, T245r, T269j, T281j, T303i, T303j, T313r, T337h, T351j, T379j, T385r, T409h, T423j, T445h, T453r, T477j, T489j, T515j, T525r, T549h
see also Technology: phonics games

Research
- projects T27a–T27b, T129a–T129b, T197a–T197b, T237a–T237b, T337a–T337b, T409a–T409b, T445a–T445b, T549a–T549b
- skills T27h, T221, T236, T515j

Reteaching RT1.1–Rt1.16, RT2.1–RT2.16, RT3.1–RT3.16, RT4.1–RT4.12, RT4.1–RT4.14, RT5.1–RT5.14, RT6.1–RT6.15, RT7.1–RT7.16, RT8.1–RT8.15

S

Scope and Sequence S&S1–S&S20

Small group reading
- assessment SG56–SG57, SG59
- Explorer books SG4–SG5, SG10–SG11, SG16–SG17, SG22–SG23
- fiction books SG18–SG21, SG24–SG27, SG68
- masters SG28–SG67
- nonfiction books SG6–SG9, SG12–SG15, SG24–SG27, SG218–SG221

Spelling T1j–T1k, T6, T9, T24–25, T26, T27i–T27j, T28b, T32, T35, T35c, T35g, T35k, T35s–T35t, T38, T40, T50–51, T57a, T58, T59c, T59k–T59l, T60b, T62, T65, T65g, T68, T71k–T71l, T76, T78, T88–89, T95a, T96, T97k–T97l, T98b, T103, T105, T105c, T105g, T105s–T105t, T108, T110, T120–121, T126–127, T128, T129i–T129j, T130b, T132–133, T137, T137c, T137g, T143k–T143l, T148, T151, T159, T165a, T166, T167c, T167k–T167l, T168b, T171, T173, T173g, T173s–T173t, T176, T179, T186–187, T192–193, T196, T197i–T197j, T198b, T200–201, T205, T205c, T205g, T207b, T210, T213k–T213l, T218, T221, T230–231, T236, T237i–T237j, T238b, T242, T245, T245c, T245g, T245k, T245s–T245t, T247, T248, T251, T259, T267, T268, T269k–T269l, T270b, T272, T275c, T275g, T278, T281k–T281l, T286, T289, T295, T301a, T302, T303c, T303k–T303l, T304b, T310, T313, T313c, T313g, T313k, T313s–T313t, T316, T318, T326–327, T334–335, T336, T337i–T337j, T338b, T342, T345, T345g, T348, T351k–T351l, T356, T359, T371, T377a, T378, T379c, T379k–T379l, T380b, T383, T385, T385c, T385g, T385k, T385s–T385t, T388, T391, T403, T407, T408, T409i–T409j, T410b, T412–413, T417, T417b, T417g, T420, T423k–T423l, T428, T431, T439, T443, T444, T445i–T445j, T446b, T451, T453, T453g, T453k, T453s–T453t, T456, T459, T466–467, T475a, T476, T477c, T477k–T477l, T478b, T480, T483, T483g, T486, T489k–T489l, T494, T497, T506–507, T513a, T514, T515c, T515k–T515l, T516b, T522, T525, T525c, T525g, T525k, T525s–T525t, T528, T531, T536–537, T544–545, T548, T549i–T549j, T550b, T555g, T557, T559, T562

T

Technology
- build background videos and interactive T2, T72, T144, T213c, T214, T282, T352, T424, T490
- Comprehension Coach T1i, T11, T20, T26a, T27, T27h, T35r, T43, T52, T59j, T71j, T81, T90, T97, T97j, T105r, T113, T122, T128a, T129h, T143j, T160, T165b, T167, T167j, T173r, T190, T195a, T197h, T213d, T213j, T223, T233, T236, T236a, T237d, T237h, T245n, T245r, T253, T261, T268, T269, T269f, T269j, T279b, T281j, T291, T296, T303, T303j, T313r, T321, T330, T337, T337h, T351j, T361, T372, T379, T379j, T385r, T393, T409, T409h, T423j, T433, T440, T445, T445h, T453r, T461, T470, T477, T477j, T489j, T499, T508, T515, T515j, T525r, T533, T538, T549, T549h
- Digital Library T1h, T1i, T2, T4, T6a, T27h, T36, T38a, T59i, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T71j, T72, T74, T76a, T97j, T106, T108a, T129g, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T143i, T146, T148a, T167i, T173r, T174, T176a, T176q, T197g, T211, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T213d, T213i, T213j, T216, T218a, T237b, T237n, T245x, T246, T248, T269i, T269j, T269o, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T281, T284, T286a, T287, T303i, T314, T316a, T337g, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T354, T356a, T386, T388a, T409g, T421, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T423j, T426, T428a, T445g, T454, T456a, T457, T477j, T478c, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T105u, T492, T494a, T526, T528a, SG7, SG12, SG13, SG18, SG19, SG24, SG25
- eAssessment T27d, T35n, T59f, T69b, T97f, T105n, T129d, T141b, T167f, T173n, T197d, T211b, T237d, T245n, T269f, T279b, T303f, T313n, T337d, T349b

eEdition T2, T3, T4, T6a, T8, T25a, T26a, T27o, T28c, T29, T33a, T36, T37a, T38a, T40, T44–45, T57b, T58a, T59q, T60c, T61, T62, T63a, T64a, T73, T95b, T97q, T100, T103a, T105w, T106, T127a, T129o, T131, T135a, T145, T146, T148a, T150, T161, T165b, T166a, T167q, T168c, T170, T171a, T172a, T174, T195a, T197o, T198c, T199, T203a, T204a, T206–207, T282, T283, T285a, T287, T288, T292, T301b, T302a, T303q, T304c, T305, T311a, T312a, T314, T315a, T316a, T318, T324–325, T326–327, T336a, T337o, T338c, T340, T343a, T344a, T346, T353, T358, T362–363, T374–375, T377b, T378a, T379q, T380c, T381, T382, T383a, T384a, T386, T396–397, T408a, T409o, T410c, T411, T415a, T416a, T425, T426, T430, T434–435, T439, T443a, T444a, T445o, T446c, T447, T448, T451a, T452a, T454, T458, T464–465, T475b, T476a, T477q, T478c, T481a, T484, T491, T492, T496, T500–501, T513b, T514a, T515q, T516c, T517, T523a, T524a, T526, T532, T533, T536–537, T547a, T548a, T549o, T550c, T551, T552–553, T557a, T558a, T560

eVisuals T1l, T1n, T5a, T27b, T27l, T27m, T27n, T28a, T28c, T34a, T35a, T35c, T35e, T35g, T35i, T35u, T35v, T35w, T35x, T37a, T59a, T59n, T59o, T60a, T60c, T64a, T65c, T65e, T65g, T66, T71m, T71o, T75a, T97a, T97m, T97n, T97o, T97q, T98a, T104a, T105c, T105e, T105g, T105i, T105u, T105v, T105w, T107a, T129b, T129k, T129m, T129n, T130a, T136a, T137c, T137e, T137g, T138, T143m, T143o, T147a, T159, T167a, T167m, T167o, T168a, T172a, T173c, T173e, T173g, T173u, T173v, T173w, T173x, T175a, T196a, T197a, T197b, T197k, T197l, T197m, T198a, T204a, T205c, T205e, T205g, T206–207, T213e, T213m–T213n, T213o–T213p, T217a, T218, T221, T230–231, T235, T236, T237b, T237k–T237l, T237m–T237n, T238a, T238b, T238c, T242, T244a, T245, T245a, T245c, T245e, T245g, T245i, T245k, T245u, T245v, T245w–T245x, T247a, T248, T251, T259, T267, T268, T269a, T269c, T269m, T269n, T269o, T269p, T270a, T270b, T272, T275, T275c, T275e, T275g, T276, T278, T281m, T281o, T285a, T303a, T303b, T303m, T303n, T303o, T304a, T312a, T313c, T313e, T313g, T313i, T313u, T313w, T315a, T316a, T337b, T337k, T337l, T337m, T338a, T344a, T345c, T345e, T345g, T346, T351m, T351n, T351o, T355a, T379a, T379m, T379o, T379p, T380a, T384a, T385c, T385e, T385g, T385i, T385u, T385w, T387a, T409b, T409k, T409m, T410a, T416a, T417c, T417e, T417g, T418, T423m, T423n, T423o, T423p, T427a, T445b, T445k, T445m, T445n, T446a, T452a, T453c, T453e, T453g, T453i, T453u, T453w, T455a, T477a, T477m, T477o, T477p, T478a, T482a, T483c, T483e, T483g, T484, T489m, T489n, T489o, T493a, T515a, T515m, T515o, T516a, T524a, T525c, T525e, T525g, T525i, T525u, T525w, T525x, T527a, T549k, T549m, T550a, T558a, T559c, T559e, T559g, T560

games *see Skills Index: Phonics games; Vocabulary games*

interactive whiteboard lessons T35a–T36b, T65a–T65b, T105a–T105b, T137a–T137b, T205a–T205b, T213c, T213e, T245a, T245a–T245b, T275a, T275a–T275b, T313a–T313b, T345a–T345b, T385a–T385b, T417a–T417b, T453a–T453b, T525a–T525b, T559a–T559b

Magazine Maker T35j–T35k, T59b–T59d, T67, T97b–T97d, T105i–T105l, T167a–T167d, T303a–T303d, T313i–T313l, T379a–T379d, T385i–T385l, T453i–T453l, T477a–T477d, T515a–T515d, T525i–T525l

My Vocabulary Notebook T455, T1h, T2, T4, T7, T10, T20, T27g, T35q, T36, T39, T42, T52, T59i, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T71i, T72, T74, T77, T80, T90, T97i, T105q, T106, T109, T112, T122, T129g, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T143i, T146, T149, T152, T160, T167i, T173t, T175, T176q, T177, T180, T190, T197g, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T213i, T216, T217, T219, T222, T223, T232, T233, T237g, T245q, T247, T249, T253, T260, T261, T269i, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T281i, T284, T287, T290, T296, T303i, T313q, T315, T317, T320, T330, T337g, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T351i, T354, T357, T360, T372, T379i, T385h, T386, T389, T392, T404, T409g, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T423i, T426, T429, T432, T440, T445g, T453q, T454, T460, T470, T477i, SG2, SG5, SG11, SG16, SG17, SG22, SG23, T478c, T489i, T492, T495, T498, T508, T515i, T525q, T526, T529, T532, T538, T549g, SG2, SG5, SG11, SG16, SG17, SG22, SG23

online lesson planner T1f, T27e, T35o, T59g, T71g, T97g, T105o, T129e, T143g, T167g, T173o, T197e, T213d, T213g, T237g, T245o, T269g, T269i, T281g, T303g, T313o, T337e, T351g, T379g, T385o, T409e, T423g, T445e, T453o, T477g, T498g, T515g, T525o, T549e,

videos T59j, T71i, T129g, T281i, T313q, T379i, T423i, T515i, T525q

Test-taking strategies T26, T58, PM1.5, PM1.20, T96, T128, PM2.5, PM2.20, T166, T196, PM3.5, PM3.20, T236, T268, PM4.5, PM4.20, T302, T336, PM4.21, PM5.5, T378, T408, PM6.5, PM6.20, T444, T476, PM7.5, PM7.20, T514, T548, PM8.5, PM8.20

U

Unit planner *see Lesson planners*

Unit projects T3, T70–T71, T73, T142–T143, T145, T212–T213, T215–T216, T280–T281, T283, T350–T351, T353, T422–T423, T425, T488–T489, T491, T565–T566

V

Vocabulary

academic T6a–T7, T11, T33a, T37a–T39, T38–T39a, T63a, T76a–T77, T103a, T108a–T109, T135a, T148a–T149, T171a, T176a–T177, T203a, T218a, T218a–T219, T243a, T248a, T248a–T248b, T249, T273a, T286a–T287, T311a, T316a–T317, T343a, T356a–T357, T383a, T388a–T389, T415a, T428a–T429, T451a, T456a–T457, T481a, T494a–T495, T523a, T528a–T529, T557a

domain-specific T492–T493, T523a, T526–T527, T557a, T4–T5, T6a–T7, T33a, T36–T37, T63a, SG5, SG11, SG17, SG23, T74–T75, T103a, T106–T107, T135a, SG5, SG11, SG17, SG23, T146–T147, T171a, T174–T175, T203a, SG5, SG11, SG17, SG23, T216, T216–T217, T243a, T246, T246–T247, T273a, SG5, SG11, SG17, SG23, T284–T285, T311a, T314–T315, T343a, SG5, SG11, SG17, SG23, T354–T355, T383a, T386–T387, T415a, SG5, SG11, SG17, T426–T427, T451a, T454–T455, T481a, SG5, SG11, SG17, SG23, SG5, SG11, SG17, SG23

story words SG9, SG10, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25, T245w, SG6, SG7, SG12, SG13, SG18, SG24, SG25, SG6, SG7, SG12, SG13, SG6, SG7

strategies T27o–T28, T28c, T35c, T35e, T59q–T60, T60c, T65c, T65e, T97q–T98, T98c, T105c, T105e, T129o–T129p, T130c, T137c, T137e, T167q–T168, T168c, T173c, T173e, T197o–T198, T198c, T205c, T205e, T217a, T218a, T222, T232, T235a, T237o, T238c, T245c, T245e, T249, T252, T256–257, T260, T262–263, T267a, T269j, T269o–T269p, T269q–T270, T270a–T270b, T270c, T271, T272, T273a, T275c, T275e, T275g, SG16, SG17, T303q–T304, T304c, T313c, T313e, T337o–T338, T338c, T345c, T345e, T379q–T380, T380c, T385c, T385e, T409o–T410, T410c, T417c, T417e, T445o–T446, T446c, T453c, T453e, T477q–T478, T478c, T483c, T483e, T515q–T516, T516c, T525c, T525e, T549o–T550, T550c, T559c, T559e

W

Weekly planners *see Lesson planners*

Weekly writing folder *see Writing*

Writing

daily writing skills T1n–T1o, T6, T9, T18–19, T24–25, T26, T27m–T27n, T28b, T32, T35, T35c, T35g, T35k, T35w–T35x, T38, T40, T50–51, T57a, T58, T59c, T59o–T59p, T60b, T62, T65, T65c, T65g, T68, T71o–T71p, T76, T78, T88–89, T95a, T96, T97c, T97o, T97o–T97p, T98b, T103, T105, T105g, T105k, T105w, T105w–T105x, T108, T110, T120–T121, T126–127, T128, T129m–T129n, T130b, T132–133, T137, T137c, T137g, T140, T143o–T143p, T148, T151, T159, T165a, T166, T167c, T167o–T167p, T168b, T171, T173, T173c, T173g, T173u–T173x, T173w–T173x, T176, T179, T186–187, T192–193, T196, T197m–T197n, T198b, T200–201, T205, T205c, T205g, T207b, T210, T213o–T213p, T218, T221, T230–231, T235, T236, T237m–T237n, T238b, T242, T245, T245c, T245g, T245k, T245w–T245x, T247, T248, T251, T259, T267, T268, T269c, T269o–T269p, T270b, T272, T275, T275c, T275g, T278, T281o–T281p, T286, T289, T295, T301a, T302, T303c, T303o–T303p, T304b, T310, T313, T313c, T313g, T313k, T313w–T313x, T315, T316, T318, T326–327, T334–335, T336, T337m–T337n, T338b, T342, T345, T345c, T345g, T348, T351o–T351p, T356, T359, T371, T377a, T378, T379c, T379o–T379p, T380b, T383, T385, T385c, T385g, T385k, T385w–T385x, T388, T391, T403, T407, T408, T409m–T409n, T410b, T412–413, T417, T417c, T417g, T420, T423o–T423p, T428, T431, T439, T443, T444, T445m–T445n, T446b, T451, T453, T453c, T453g, T453k, T453w–T453x, T456, T459, T463k, T466–467, T475a, T476, T477c, T477o–T477p, T478b, T480, T483, T483c, T483g, T486, T489o–T489p, T489o–T498p, T494, T497, T506–507, T513a, T514, T515c, T515o–T515p, T516b, T522, T525, T525c, T525g, T525k, T525w–T525x, T528, T531, T536–537, T546–547, T548, T549m–T549n, T550b, T557, T559, T559c, T559g, T562

modeled writing BP48, T35i, T35j, T59a, T66, T97a, T105d, T105i, T137d, T138, T167a, T206–207, T245i, T269a, T269o, T275, T276, T303a, T313i, T346, T379a, T418, T484, T515a, T525i, T560

power writing BP47, T4, T6a, T10, T20, T25a, T27o, T28c, T33a, T35c, T35e, T36, T38a, T42, T57b, T59q, T60c, T63a, T65c, T65e, T74, T76a, T80, T90, T95b, T97q, T98c, T103a, T105c, T105e, T106, T108a, T112, T122, T127a, T129o, T130c, T135a, T137c, T137e, T148a, T152, T160, T165b, T168c, T171a, T173c, T173e, T174, T175c, T176a, T180, T190, T195a, T197o, T198c, T203a, T205e, T216, T218a, T222, T232, T234a, T235a, T237a, T237o, T237q, T238c, T243a, T245c, T245e, T246, T248a, T252, T260, T267a, T267b, T269q, T270c, T273c, T275a, T275e, T284, T286a, T290, T296, T301b, T303q, T304c, T311a, T313c, T313e, T314, T316a, T320, T330, T335a, T337o, T338c, T343a, T345c, T345e, T354, T356a, T360, T372, T377b, T379q, T380c, T383a, T385c, T385e, T386, T388a, T392, T404, T407a, T409o, T410c, T415a, T417c, T417e, T426, T428a, T432, T443a, T445o, T446c, T451a, T453c, T453e, T454, T456a, T460, T470, T475b, T477q, T478c, T481a, T483c, T483e, T492, T494a, T498, T508, T513b, T515q, T516c, T523a, T525c, T525e, T528a, T532, T538, T547a, T549o, T550c, T557a, T559c, T559e

writing activities T6, T8–T9, T18–T19, T24–T25, T26, T28b, T33, T35, T35d, T35g, T38, T41, T50–51, T57a, T58, T60b, T63, T65, T65d, T65g, T70, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T76, T78–T79, T88–89, T95a, T96, T98b, T103, T105, T105d, T105g, T108, T110–T111, T120–121, T126–127, T128, T130b, T134–135, T137, T137d, T137g, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T148, T150–T151, T159, T165a, T166,

T168b, T171, T173, T173d, T173g, T176, T178–T179, T188–189, T194–195, T196, T198b, T202–203, T205, T205d, T205g, T212, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T213g–T213h, T237g–T237h, TT245o–T245p, T269g–T269h, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T286, T288–T289, T295, T301a, T302, T304b, T311, T313, T313g, T316, T318–T319, T328–329, T334–335, T336, T338b, T343, T345, T345d, T345g, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T356, T358–T359, T371, T377a, T378, T380b, T383, T385, T385d, T385g, T388, T390–T391, T403, T407, T408, T410b, T414–415, T417, T417d, T417g, T422, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T428, T430–T431, T439, T443, T444, T446b, T451, T453, T453d, T453g, T456, T458–T459, T468–T469, T475a, T476, T478b, T481, T483, T483g, T488, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T494, T496–T497, T506–507, T514, T516b, T523, T525, T525d, T525g, T528, T530–T531, T536–537, T546–547, T548, T550b, T557, T559, T559d, T559g, T564, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

writing projects T35i–T35k, T59a–T59d, T66–T69, T97a–T97d, T105i–T105l, T138–T141, T167a–T167d, T173i–T173l, T206–207-T211, T245i–T245l, T269a–T269d, T276–T279, T303a–T303d, T313i–T313l, T346–T349, T379a–T379d, T385i–T385l, T418–T421, T453i–T453l, T477a–T477d, T484–T487, T515a–T515d, T525i–T525l, T560–T563

writing stations T1h, T27g, T35q, T59i, T71i, T97i, T105q, T129g, T143i, T167i, T173q, T197g, T213i, T237g, T245q, T269i, T281i, T303i, T313q, T337g, T351i, T379i, T385q, T409g, T423i, T445g, T453q, T477i, T489i, T515i, T525q, T549g

Skills Index

A

Academic Talk *see Program Features and Resources Index*

Academic vocabulary **T6a–T7**, T33a, **T37a–T39**, **T38–T39a**, T63a, **T76a–T77**, T103a, **T108a–T109**, T135a, **T148a–T149**, T171a, **T176a–T177**, T203a, **T218a**, **T218a–T219**, T243a, **T248a**, **T248a–T248b**, T249, **T273a**, **T286a–T287**, T311a, **T316a–T317**, T343a, **T356a–T357**, T383a, **T388a–T389**, T415a, **T428a–T429**, T451a, **T456a–T457**, T481a, **T494a–T495**, T523a, **T528a–T529**, T557a

Accounts
- compare and contrast **SG04**, SG5, **T483a–T483b**, **T483g**
- identify fist-hand/second-hand **T483f**
- *see also Points of view*

Action verbs **T213m–T213n**, **T237k–T237l**, **T244a–T244b**

Activate prior knowledge SG2, SG4, SG6, SG7, SG10, SG12, SG13, SG16, SG18, SG19, SG22, SG24, SG25

Adages **T44–45**

Adjectives **T303m–T303n**, **T312a**, **T344a**, **T423n**
- of comparison **T303n**, **T313u–T313v**
- demonstrative **T167n**
- indefinite **T351m**
- order of **T337k–T337l**
- possessive **T351m**

Adverbs **T423m–T423n**, **T452a**
- of comparison **T445k–T445l**
- relative **T453u–T453v**

Alphabetize T197j

Analogies T313c, T337o, T338c, T345c

Analyze SG5, SG22, SG5, SG17, SG9, SG26, SG27, SG5, SG23, SG11, SG14, SG27, SG5, SG11
- audio and images **T144**
- author's point of view T271, T405
- cause and effect T354–365, T405, T474, T475
- character traits SG21, T101, SG8, SG15
- characters T53, SG20, SG21, **T75a**, T82–83, T84–85, T86–87, T91, T92–93, **T96a**, SG8, SG15, RT2.1, T254–255, T262–263, SG27, **T298–299**, SG20, SG27, **T552–553**
- characters' actions SG17, SG21
- characters' feelings T48–49, T156–157
- characters' motives T100, SG14, SG15, SG26
- character's point of view SG20, SG9
- details T21, T56, T381
- elements of drama T354–365, T366–367
- elements of tall tales T264–265
- figurative language T170, T271, T272, T442, T474
- functionality **T282**
- genres T462–463, **T550a–T550b**, RT8.10
- graphs T438
- illustrations T95, T101, SG14
- the message **T2**
- plot SG8, SG15, SG27, SG8
- sequence SG11
- setting SG9, T158, SG14, T258, T266, SG20, SG21, T471, **T552–553**
- technique T46–47, T165
- text T258
- text features T441
- theme T158, T164

Anthology Handbook R4–R16

Antonyms **T303q–T304**, **T304c**, **T313c**, **T313e**

Apply word knowledge *see Vocabulary*

Ask and answer questions **T426**

Ask for and give information **T36**

Ask for clarification T38a

Ask questions **T220**, T224–225, T226–227, T233, T238a, T239, T240, **T250–T251**, T254–255, T258, T261, T272, RT4.2, RT4.4, RT4.5, RT4.7, RT4.8, RT4.2, RT4.10, RT4.11, T373, T450, T509, T513, T518–519, T542–543

Assessment *see Program Features and Resources Index*

Audience T59p

Audio **T144**
- *see also Program Features and Resources Index*

Author monographs BP1–BP27

Author study
- Aston, Dianna Hutts T453r, SG68
- Deedy, Carmen Agra SG68
- Durros, Arthur T281j, SG68
- Geiger, Beth T213j
- Knutson, Barbara T71j, SG68
- Mora, Pat SG68, T245r, SG68
- Shulevitz, Uri T143j, SG68
- Soto, Gary T167j, SG68
- Stevenson, Robert Louis T351j, SG68
- Suen, Anastasia T445h, SG68
- Winter, Jeannette T549h, SG68

Author's opinion T245a

Author's point of view T240, T271, T405, **T557a**

Author's purpose T20, RT1.3, T240, T245g
- compare **T33a**, **T311a**, **T313g**
- determine **T28a–T28b**, T29, T31, T124–125, T238a–T238b, T242, T305, T306–307, T308–309, T310, T312
- to entertain T32
- establish/follow **T27m–T27n**
- identify **T12–13**, **T304a–T304b**, **T313f**, RT5.4, T480
- to persuasade **T313a**

Author's use of evidence **T137f**, **SG4**, SG5

Author's use of language T269o–T269p

B

Best practices
- encourage debate T204, T406, T474, T510–511
- encourage elaboration T29, T113, T156–157, T198a, T285, T345h, T417, T417h, T427, T483h, T558
- encourage participation T43, T64, T65h, T101, T177, T317, T364–365, T461
- encourage respect T98, T442, T478a, T495, T525h
- group strategically T77, T149, T357, T529
- invite creative thinking T92–93
- invite critical thinking T84–85, T105h, T499
- link to experience T34, T35h, T39, T137h, T205h, T287, T293, T298–299, T308–309, T332–333, T338, T376, T393, T554–555, T559h
- model academic language T11, T109, T184–185, T205d, T313h, T340, T453h, T482
- model formal English T173g
- promote active listening T7

Big question *see Program Features and Resources Index*

Build background T2, SG9, SG10, T72, T144, SG6, SG7, T214, SG4, SG6, SG7, SG10, SG12, SG13, SG16, SG18, SG19, SG22, SG24, SG25, T282, SG6, SG7, SG12, SG13, T352, T424, T490
- *see also Science background; Social studies background*

Build comprehension *see Reading comprehension*

C

Call to action T337n

Categorize **T313x**, T515j

Cause/effect SG11, T191, SG17, SG23, **T217a**, T218, **T218a**, T224–225, T226–227, T228–229, T233, T234, T236a, SG15, SG17, **SG22**, SG23, RT4.1, T300, SG5, SG17, SG23, T354–365, T448, T474, T475, SG17
- *see also Text structure: cause and effect*

Centers *see Learning stations; Program Features and Resources Index*

Characters T43, **T81**, T166a, **T355a**, **T378a**, RT6.1
- actions SG21
- adventures **T103a**
- analyze *see Analyze: characters*
- compare **T92–93**, **T100**, T102, **T103a**
- connect RT2.4
- describe T366–367, T368–369, T370, T376, T378a
- feelings of T48–49, T156–157, SG9
- interpret **T373**
- main T253
- motivations of T100, SG14, SG15, SG9, SG9, SG15, SG14, SG26
- point of view of SG20, SG9, SG8, SG15
- traits of SG21, **T71o–T71p**, T101, T281o, SG8, SG15, SG8, SG20, SG21
- treasures of **T356a**

Clarify T40, T199, **T454**

Classify T35t, T515k

Clauses
- dependent **T27k–T27l**, **T129k**
- independent **T105u**, **T105u–T105v**, **T129k**

Cognates *see English-Spanish cognates*

Colorful verbs T269o, T269p

Comma **T97m–T97n**, **T105v**

Compare T95, T192–193, SG14, SG23, SG17
- accounts **SG04**, SG5, **T483a–T483b**, **T483g**
- author's purposes **T33a**, **T311a**, **T313g**
- characters **T92–93**, **T100**, T102, T103a
- characters' adventures **T103a**
- content **T63a**, SG9
- details T481a
- fact and opinion **T451a**
- facts **T135a**
- fiction/biography **T481a**
- fiction/nonfiction **T523a**
- figurative language **T171a**, T273a
- genres **T243a–T244**, **T343a**
- ideas in text **T345g**, **T555g**
- main idea and details **T525g**
- media texts **T415a**
- oral/print information **T385a–T385b**
- poetic elements T275g
- points of view **T478a–T478b**, RT7.10, **T557a**
- purposes and language **T313g**
- reasons and evidence **T137g**
- support for main ideas **T453g**
- text features **T203a**, **T345g**, **T417g**
- texts **T35g**, **T65g**, **T205g**, SG5, **T383a**
- themes/topics **T105g**, RT2.5, **T173g**, **T385g**
- treatments of similar topics T551, T552–553, T556
- treatments of themes/topics **T105a–T105b**, T105g
- uses of reasons and evidence T245g

Compare/Contrast SG11, SG12, T102, SG5, SG8, SG15, SG20, SG26, SG27, SG20, SG21, SG27, T216, T266, SG8, SG15, SG26, T322–323, T341, SG5, SG8, SG9, SG11, SG14, SG20, SG26, T398–T399, SG14, SG15, SG20, SG26, SG27, **T427a**, T436–437, T438, T442, **T444a**, T450, T462–463, T474, SG11, SG15, SG17, SG23, SG26, RT7.1, RT7.11, T510–511, T513, T515j, T518–519, SG8, SG11, SG20, SG23, SG26, SG27

Complete sentences **T1l–T1m**, **T34a**

Complex sentences **T129k**

Compound sentences **T136a**

Compound words **T197o–T198**, **T198c**, **T205c**, **T205e**

Comprehension strategies *see Strategies for reading comprehension; and specific reading strategy*

Comprehensive learning routines *see Program Features and Resources Index*

Concept maps T3, T35h, T73, T76, T105h, T142, T145, T148, T151, T165a, T173h, T179, T194–195, T215, T237, T275h, T283, T350, T353, T356, T388, T417h, T423, T425, T431, T491, T531, T549

Concepts, explain T345b, T428a T446b, T447, T450

Concluding sentences **T337m–T337n**, **T453w–T453x**

Conclusions, drawing T31, T32, T57, SG12, SG21, T100, T101, T102, T124–125, SG21, SG26, SG27, T154–155, SG9, T228–229, T240, T261, T266, SG9, SG14, SG20, SG27, T326–327, SG8, SG14, SG15, SG20, SG21, SG26, SG27, T382, SG8, SG9, SG14, SG15, SG21, SG27, T430, T436–437, T438, T442, T447, T450, **T453d**, SG5, SG8, SG9, SG14, SG15, SG20, SG21, SG27, RT7.2, SG5, SG8, SG9, SG15, SG20, SG27

Concrete words **T489o–T489p**

Confirm predictions T370, T472–473

Conjunctions **T105u–T105v**

Connect across texts T29, T61, SG12, SG21, T99, T131, SG9, SG15, SG21, SG27, T169, T199, SG9, SG15, SG21, SG27, T239, T271, SG3, SG9, SG15, SG21, SG27, T305, T339, SG9, SG15, SG21, SG27, T381, T411, SG9, SG15, SG21, SG27, T447, T479–T480, SG9, SG15, SG21, SG27, T517, T551, SG9, SG15, SG21, SG27

Connections, making T46–47, T84–85, T95, T100, T102, **T110**, T124–125, RT2.2, RT2.4, RT2.6, RT2.9, RT2.12
- text to Big Question T214, T215, T237, T245h, T269q, T275h, T280, SG2, SG3
- text to self **T78**, T86–87, T91, T92–93, T118–119, T122, T132–133, T217, T219, T222, T237g, T237h, T237o, T238, T238b, T244, T245, T261, T267a, T272, T275h, T280, SG8, SG9, SG13, SG14, SG15, SG18, SG19, SG21, SG24, SG26, SG27, T293, T301, T475, T544–545
- text to text **T105d**, T122, T239, T245d, T245f–T245g, T245r, T259, T266, T269, T271, T273, T275h, SG3, SG9, SG15, SG21, SG27, T377, T522
- text to world T122, T217a, T237h, SG4–SG5, SG6, SG7, SG8, SG9, SG10–SG11, SG12, SG13, SG14, SG15, SG16–SG17, SG18, SG19, SG20, SG21, SG22–SG23, SG24, SG25, SG26, SG27

Content vocabulary *see Vocabulary*

Context clues, types of T237o, T238c, T245e, **SG16**, SG17

Context clues, using to determine meaning
- multiple-meaning words **T269q–T270**, T270c, T275c, T275e, **T453c**, **T453e**
- unfamiliar words T238, **T245c**, T245e, T262–263, **SG16**, T381, **SG4**, T554–555

Contractions with verbs **T281m–T281n**

Conventions, in writing
- parts of speech
  - adjectives **T167n**, **T337k–T337l**, **T344a**, **T351m**, **T423n**
  - adverbs **T423m–T423n**, **T445k–T445l**, **T452a**, **T453u–T453v**
  - conjunctions **T105u–T105v**
  - nouns **T167m–T167n**, **T172a**, **T173u–T173v**, **T197k–T197l**, **T204a**, T245q, **T337k–T337l**, **T344a**
  - prepositions **T477m–T477n**, **T482a**
  - pronouns **T35u–T35v**, **T59k–T59l**, **T351n**, **T379m–T379n**, **T384a**, **T385u–T385v**, **T409k–T409l**, **T416a**
  - verbs T213m–T213n, T237k, T269o, **T489m–T489n**, **T515m–T515n**, **T524a**, **T525u–T525v**, **T549k–T549l**, **T558a**
- punctuation **T97m–T97n**, **T105v**, T205c
- spelling *see Spelling*
- subject-verb agreement **T213m**

Cross-Curricular learning stations *see also Program Features and Resources Index*

D

Daily grammar *see Program Features and Resource Index*

Daily language arts
see Program Features and Resources Index: Grammar, Spelling, and Writing

Daily spelling and word work *see Program Features and Resources Index: Spelling*

Daily writing skills *see Program Features and Resources Index: Writing; Writing; Writing forms; Writing process; Writing traits*

Define **T314**

Define a problem **T316a**

Dependent clauses **T27k–T27l**, **T129k**

Describe SG5, SG11, SG17, SG11, SG17, SG26, SG5, SG14, SG17, SG23, SG11, SG23, SG5, SG17
- characters T376
- elements of poetry T173b
- places **T174**
- setting **T65d**, **T65f**, T82–83
- visual and auditory details T72

Details SG5, SG11, SG17, SG5, SG11, SG17, SG23, SG5, SG23, SG5, SG11, SG17, SG5, SG11, SG23, SG5, SG11, SG17, SG23, SG11, SG17, SG23, SG5, SG11, SG17
- analyze T21, T56, T381
- compare T481a
- determine importance T29, T116–117, T175a, T192–193
- explain T62
- group in writing **T129n**
- identify T192–193, **T205f–T205g**, SG20, T390, T402, T406, T412–413, SG26
- main idea and **T5a**, T14–15, T16–17, **T26a**, **T30**, T63a, RT1.1, RT1.10, **T107a**, **T128a**, RT2.8, **T175a**, **T196a**, RT3.8, T382, RT6.4
- reading for **T380a–T380b**
- sensory **T167o–T167p**
- support of main idea **SG16**, SG17
- use in writing **T197m–T197n**
- use to compare texts **T383a**
- use to comprehend text T380b
- use to explain text **SG04**, SG5, **T205a–T205b**, **T205d**, **SG10**, SG11, **T410a–T410b**, T411, T412–413, T415a, **SG10**, SG11
- use to summarize T368–369, T370, T373, T376, T377

Determine
- author's purpose T124–125
- importance **T358**, **T390**, T394–395, T398–T399, T406, T411, T412–413, RT6.6, RT6.9, RT6.11, T504–505, T509, T517, T518–519, T542–543
- importance of main idea and details *see Details; Main idea*
- sequence T169
- theme T158, T164, T170, **T173f**
- word meanings **SG10**, SG11, T198c, **SG16**, SG17, T385c, T385e, T410, **T410c**, **T417c**, **T417e**

Dialogue **T362–363**, **T461**
- identify **T464–465**
- writing **T281o–T281p**

Dictionary **T137c**, **T137e**, T281l
- meanings **T129o–T129p**, T213l, T269l
- online dictionaries **T130c**
- part of speech T30, **T129o–T129p**, T270c
- pronunciation **T27o–T28**, **T28c**, **T35c**, **T35e**, **T129o–T129p**
- singular/plural forms T197j
- spelling **T129o–T129p**

Differentiation strategies *see Program Features and Resources Index*

Digital library *see Program Features and Resources Index: Technology*

Drama, elements of T354–365, **T361**, **T362–363**, T366–367

E

eVisuals *see Technology*

Engage in conversation **T106**

Engage in discussion **T108a**

English-Spanish cognates T5, T7, T75, T77, T147, T149, T217, T219, T247, T249, T285, T287, T355, T356a, T357, T427, T429, T455, T457, T493, T495, T527, T529

Evaluate SG17, SG11, SG9, SG11, SG14, SG23, SG26, SG27, SG5, SG11, SG14, SG17, SG23, SG8, SG15, SG5, SG11, SG26, SG11, SG9, SG11, SG17, SG21, SG23

Events, explain **T400–401**, **SG16**, SG17, SG20, **SG22**, SG23

Evidence
- compared to opinions **T137f**
- compared to reasons **T137f**
- explain use of **T137f**, **SG4**, **T453a–T453b**

Examples
- identify **T205f–T205g**
- use to explain text **SG04**, SG5, **T205a–T205b**, T205d, **SG10**, SG11, T410b, T412–413, T415a

Exclamation point **T97n**

Expand word knowledge *see Vocabulary*

Explanatory text T27m

Explorer books *see Program Features and Resources Index: Small group reading*

Express feelings **T4**

Express ideas **T74**, **T148a**, **T176a**

Express intentions **T354**

Express needs and wants **T246–T247**

Express opinions T200–201, **T492**

Expressions **T59q–T60**, **T65c**, **T65e**

F

Facts
- compare **T135a**
- verify T448

Facts and opinions **T130a–T130b**, RT2.10, RT7.4, **T527a**, RT8.8
- compare **T451a**
- distinguish T135a, **T527a**, T534–535, T544–545, **T548a**
- identify T131, T132–133, T238a–T238b
- sort **T528a**

Family newsletters, Spanish and English *see Program Features and Resources Index*

Fiction, compared to nonfiction **T481a**, **T523a**

Fiction books
see Program Features and Resources Index: Small group reading

Figurative language **T168a–T168b**, RT3.4, **T256–257**, T269j, **T269o–T269p**, **T270a–T270b**, T271, T272, T273a, T275g, RT4.9, RT4.10, T512
- analyze T170, T442, T474
- compare **T171a**
- explain T118–119, T168b, T170, T171a
- identify **T162–163**
- interpret T448

Fluency and rate
- accuracy T14–15, T21, T29, T44–45, T53, T61, T82–83, T91, T99, T114–115, T122, T131, T154–155, T169, T182–183, T191, T199, T233, T239, T254–255, T261, T271, T292, T297, T322–323, T331, T339, T362–363, T373, T381, T394–395, T405, T411, T434–435, T441, T447, T462–463, T471, T479, T500–501, T509, T517, T534–535, T539, T551
- assessment T26a, T59, A1.4–A1.6, T97, T129, A2.1–A2.3, T167, T197, A3.1–A3.3, T236a, T269, A4.1–A4.3, T302a, T337, A5.1–A5.3, T379, T409, A6.1–A6.3, T445, T477, A7.1–A7.3, T515, T549, A8.1–A8.3
- expression T28a, T29, T34, T35b, T37a, T40, T44–45, T53, T75a, T82–83, T91, T98a, T99, T104, T105b, T168a, T169, T171a, T173b, T198a, T199, T205b, T247a, T250, T254–255, T261, T270a, T271, T273a, T275b, T285a, T288, T292, T297, T355a, T358, T362–363, T373, T455a, T458, T462–463, T471, T550a, T551, T558, T559b
- intonation T107a, T110, T114–115, T122, T147a, T150, T154–155, T161, T175a, T178, T182–183, T191, T217a, T220, T224–225, T233, T304a,

T305, T311a, T313b, T380a, T381, T384, T385b, T410a, T411, T416, T417b, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T493a, T496, T500–501, T509
phrasing T5a, T8, T14–15, T21, T60a, T61, T64, T65b, T130a, T131, T136, T137b, T238a, T239, T243a, T245b, T315a, T318, T322–323, T331, T338a, T339, T344, T345b, T387a, T390, T394–395, T405, T478a, T479, T481a, T483b, T516a, T517, T524, T525b, T527a, T530, T534–535, T539
see also Program Features and Resources Index

Forms of *be* and *have* **T213m–T213n**, **T269n**, **T274a**, **T489n**

Functionality **T282**

Future-progressive-tense verbs **T549k–T549l**

Future-tense verbs **T549k–T549l**, **T558a**

G

Generalizations, form SG11, SG17, SG14, SG20, SG21, SG27, SG20, SG21, SG8, SG15, SG17, SG14, SG15, SG21, SG27, SG21, T458, T466–467, T472–473, T474, T479, T480, SG21, SG8, SG9, SG15, SG20, SG27
discuss **T486d**

Generate sentences T409l, T453u, T515n, T525u, T549l

Genres *see Genres at a Glance, page xxiii*

Give advice T137d

Give and follow directions **T146**

Glossary *see Picture dictionary*

Goal and outcome SG15, SG15, SG26, SG15, SG26, SG26, SG8, SG9, SG14, **T493a**, **T514a**, SG21, SG26, RT8.1
connect **T494a**, T556
explain T502–503, T510–511, T512, T513
see also Text structure: goal and outcome

Goals, determine T520–521

Grammar
assessment A1.11–A1.12, A1.16–A1.17, A1.22–A1.23, A1.33–A1.36, A2.8–A2.9, A2.13–A2.14, A2.19–A2.21, A2.34–A2.37, A3.8–A3.9, A3.14–A3.15, A3.20–A3.22, A3.31–A3.34, A4.8–A4.10, A4.14–A4.15, A4.21–A4.22, A4.31–A4.34, A5.8–A5.9, A5.13–A5.14, A5.19–A5.21, A5.32–A5.35, A6.8–A6.10, A6.15–A6.16, A6.21–A6.23, A6.36–A6.39, A8.8–A8.9, A8.14–A8.15, A8.20–A8.21, A8.32–A8.35
and writing **T1m**, **T27l**, **T35v**, **T59n**, **T71n**, **T97n**, **T105v**, **T129l**, **T143n**, **T167n**, **T197l**, **T213n**, **T237l**, **T245v**, **T269n**, **T281n**, **T303n**, **T313v**, **T337l**, **T351n**, **T379n**, **T385v**, **T409l**, **T423n**, **T445l**, **T453v**, **T477n**, **T489n**, **T515n**, **T525v**, **T549l**
see also Adjectives; Adverbs; Clauses; Complete sentences; Contractions with verbs; Conventions, in writing; Daily grammar; Forms of be and have; Future-tense verbs; Helping verbs; Linking verbs; Nouns; Past-tense verbs; Prepositions; Present-progressive tense verbs; Present-tense action verbs; Program Features and Resources Index: Grammar; Pronouns; Sentences; Subject-verb agreement

Graphs, interpret T434–435

H

Helping verbs **T245u–T245v**, **T269m–T269n**, **T525u–T525v**

Homographs T191, **T549o–T550**, **T550c**, **T559c**, **T559e**

Homophones
meanings of **T97q–T98**, **T98c**, **T105c**, **T105e**, T143k, T213k, T237i, T245s, T269k, T385s
spelling of **T173s–T173t**, **T197i–T197j**, **T351k–T351l**, **T379k–T379l**, **T409i–T409j**, **T477k–T477l**, **T489k–T489l**, **T549i–T549j**

Hyperbole **T256–257**, T259, T264–265, T267a, **T269o**, T269p, T273a, T281

Hyphen T205c

I

Ideas in text
compare **T345g**, **T555g**
explain T310, **T338a–T33b**, T339, T340, T341, T342, **T345f**, **T345a**, **SG22**, SG23
identify **T345f**, **T559f–T559g**
see also Concepts

Idioms **T59q–T60**, T60c, T61, **T65c**, **T65e**, **T515q–T516**, **T516c**, **T525c**, **T525e**

Illustrations, analyze T101, SG14

Imagery *see Metaphor*; *Simile*

Images, analyze **T144**

Independent clauses **T129k**

Independent reading T71j, T97j, T143j, T167j, T173r, T194h, T213j, SG68, T281j, T385r, T423j, T445h, T489j, T549h

Independent work
see Program Features and Resources Index: Learning stations

Inferences, make T57, T95, T99, SG11, SG17, SG23, T169, T199, SG5, SG8, SG11, SG17, T226–227, T247a, SG5, SG23, **T288**, T294, T297, T300, T301, T305, T306–307, T308–309, T310, **T318**, T326–327, T332–333, T339, T340, T341, T342, **SG10**, SG11, **SG22**, SG23, RT5.2, RT5.5, RT5.8, RT5.10, T368–369, T370, T376, T377, T449, T471, T475, SG17, T510–511, T520–521, T542–543, T556, SG5, SG11, SG23

Information
compare oral/print **T385a–T385b**
find **T213o–2213p**
group related **T423p**
integrate **SG4**, SG5, **T423o–T423p**

Interactive whiteboard lessons *see Program Features and Resources Index: Technology*

Interpret SG15
figurative language T448
graphs **T434–435**

Introductory sentences **T337m–T337n**

J

Judgments, make SG20, SG9, SG15, SG8, SG26, SG15, SG14, SG15, SG20, SG8, SG14, SG27

Justify **T526**

K

Key words *see Academic vocabulary; Vocabulary*

L

Laboratory journal concepts **T345a**

Language and literacy teamwork activities *see Program Features and Resources Index: Learning stations*

Language and vocabulary learning stations *see Program Features and Resources Index*

Language functions *see Listening*; *Speaking*

Language of texts T313a, **T313f**, **T313g**

Learning stations *see Program Features and Resources Index*

Learning strategies *see Program Features and Resources Index*

Lesson planners *see Program Features and Resources Index*

Line breaks **T170**

Linking verbs **T245u**

Listening
active T7
ask for and give information T237h, T244, T245q
collaborate with peers T143i
to connect cause and effect T218a, T237
to descriptions T173q
to determine theme **T147a**
engage in conversation **T106**, T128, T312
engage in discussion T105q, **T108a**, T237o, T248a, T274, T275c, T313d, T345d
to follow directions **T146**
to identify facts and opinions **T130a–T130b**
to media
MP3 T4, T36, T74, **T146**, T216, T217a, T246, T284, T354, T426, T492, T526
radio T385q
recordings T129g, T385a
video T2, T59i, T71i, T72, T105q, T129g, T144, T213i, T214, T237g, T245q, T281, SG7, T281i, T313q, T352, T379i, T423i, T424, T445g, T453q, T477i, T490, T515i, T525q
to stories T74–T75a, T107a
to vocabulary *see Academic vocabulary; Vocabulary*
see also Speaking and Listening station

Literary analysis *see Analyze characters; Characters; Plot; Setting*

M

Main idea
compare **T525g**
details and **T5a**, T14–15, T16–17, **T26a**, T60b, T63a, RT1.1, **T107a**, T116–117, T124–125, **T128a**, SG5, SG11, SG17, SG23, RT2.8, **T175a**, **T196a**, SG5, SG17, SG23, RT3.8, SG5, SG11, SG17, SG23, SG5, SG11, SG17, SG23, SG5, SG11, SG17, SG23, SG5, SG23, RT8.5
determine importance T21, T29, SG11, T116–117, T175a, T184–185, T186–187, T192–193, **SG10**, SG11, T441, **T525a–T525b**, **T525f**, *Volume 2:*
explain T62
identify SG20, T390, T402, T406, T412–413, **T453f**
implied **T30**
support of **SG16**, SG17, **T197m–T197n**, **T453g**, **SG16**, SG17

Map and talk T5a, T37a, T107a, T147a, T175a, T217a, T247a, T285a, T315a, T355a, T387a, T427a, T455a, T493a, T527a

Mark-up reading *see Program Features and Resources Index*

Media texts T412–413, **T415a**

Meet the author/illustrator
Deedy, Carmen Agra T57
Dorros, Arthur T301
Fern, Tracey E. T513
Knutson, Barbara T95
Mora, Pat T266
Pinkney, Jerry T475
Shulevitz, Uri T165
Stevenson, Robert Louis T377

Message, analyze **T2**

Metaphor **T168a–T168b**, T270a–T270b, T272, T273a, T281

Meter T173a, T275f, T275g

Modeled writing *see Writing models*

Monitor and clarify T46–47, T54–55, T62

Multiple-meaning words T197j, T269q–T270, T270c, T275c, T275e, **T445o–T446**, **T446c**, **T453c**

My Vocabulary Notebook *see Program Features and Resources Index: Technology*

Mythic words T275a, T275d

N

Narrator T281o, **T362–363**
point of view of **T291**, **T292**, **T557a**
role of **T490**

Negative sentences **T97m**

Nonfiction, compared to fiction **T481a**, **T523a**

Nonfiction books *see Program Features and Resources Index: Small group reading*

Note cards T209, **T313w–T313x**

Note-taking T129a, **T385w–T385x**

Nouns T245q
collective **T173u–T173v**
common/proper **T197k–T197l**
plural **T143m–T143n**, **T167m–T167n**, **T172a**, **T197k–T197l**, **T204a**
possessive **T337k–T337l**, **T344a**

O

Online lesson planners *see Program Features and Resources Index: Technology*

Online resources *see Program Features and Resources Index: Technology*

Opinions RT7.8
discuss T245d
express T200–201, **T492**
fact vs. T238a–T238b
form SG20, SG8, SG9, SG21, SG26, SG27, SG26, SG14, SG21, SG9, SG14, SG15, SG20, SG21, SG27, SG15, SG21, SG26, SG27, SG14, SG21, SG27
identify in text **T237m**, T245a
reasons/evidence compared to **T137f**, **T137g**
support T237n, T238a, **T238a–T238b**, T269q, T515p, **T549m–T549n**
see also Reasons and evidence
write T237m–T237n

Oral language *see Listening*; *Speaking*

Outlining **T313x**

P

Paraphrase **T313w–T313x**, **T385w–T385x**, **T409m–T409n**

Paraphrase reading **T20**, T57, **T90**, T107a, T165, **T190**, T232, T237b, T475, SG23

Past-progressive verbs **T515m**

Past-tense verbs **T489m–T489n**, **T515m–T515n**, **T524a**

Personification T162–163, **T267**, **T270a–T270b**, T272, T273a, T281

Persuasive language **T313a**, RT8.4

Persuasive techniques **T515o–T515p**, **T516a–T516b**, T516b, T520–521, T522

Phonics *see Program Features and Resources Index;* ***Reach into Phonics****; Spelling*

Phonics games T1i, T27h, T35r, T59i, T71j, T97j, T105r, T129h, T143j, T167j, T173r, T194h, T213j, T237h, T245r, T269j, T281j, T303j, T313r, T337h, T351j, T379j, T385r, T409h, T423j, T445h, T453r, T477j, T489j, T515j, T525r, T549h

Picture Dictionary R17–R22

Plagiarism **T385w–T385x**

Plan and monitor **T40**, RT1.2, RT1.5, RT1.8, RT1.12, T502–503, T534–535

Plan for discussions **T6a**

Play a game *see Grammar; Phonics games; Spelling; Vocabulary games*

Plot **T37a**, **T58a**, RT1.7, T166a, SG27, T281o, RT5.1, **T455a**, **T476a**, RT7.7
analyze SG8, SG15, SG8
comprehend T48–49, T54–55, **T285a**, T293, T294, T297, T300, **T302a**, T466–467, T472–473, T474

Plural nouns *see Nouns*

Poetry
elements of **T173a**, T173b, RT3.5, T272, T275f, T275g
lyrical **T269q–273**
word order T275a

Points of view T240, T271, SG20, T479, T480
author's T240, T271, T405, **T557a**
characters' SG15
compare **T478a–T478b**, **T557a**
discuss **T540–541**
first person **T557a**
identify **T62**, **T477o**
maintain in writing **T477o–T477p**
narrator's **T291**, **T292**, **T557a**
switch in writing **T477o**
third person **T540–541**
see also Accents

Possessive nouns **T337k–T337l**, **T344a**

Power writing *see Program Features and Resources Index: Writing*

Power writing routine BP47

Predicate adjective **T303m–T303n**

Predicates
compound **T71m–T71n**
simple **T35u–T35v**

Predict **T8**, **T10**, T16–17, T21, T22–23, **T28c**, T32, **T42**, T48–49, T53, **T60c**, T84–85, T86–87, T91, **T98c**, **T112**, **T131**, **T152**, T156–157, T158, T161, T164, **T168c**, **T180**, **T198c**, T222, T239, T252, T258, T261, T264–265, T270c, **T290**, T294, T297, T300, **T304c**, **T320**, **T338c**, T360, T366–367, T373, **T380c**, T392, **T410c**, **T432**, **T446c**, **T460**, T466–467, T471, **T478c**, **T498**, T504–505, T509, **T516c**, **T532**, **T550c**, T556
see also Confirm predictions

Prefixes **T379q–T380**, **T380c**, **T385c**, T385e
un-, re- **T489k–T489l**
use to determine word meanings T380, T380c, T381

Prepositional phrases **T482a**

Prepositions **T477m–T477n**, **T482a**

Present-progressive tense **T237k**

Present-tense action verbs **T213m–T213n**, **T237k–T237l**, **T244a–T244b**

Preview and predict *see Predict*

Problem-solution SG21, SG14, SG21, SG20, T247a, **T248a**, T258, T264–265, T268a, SG14, SG21, SG26, RT4.6, **T315a**, **T336a**, T342, SG9, SG26, RT5.7, SG9, SG26, SG26
see also Text structure: Problem and solution

Pronouns **T379m–T379n**
agreement T213m, **T384a**
demonstrative **T385u–T385v**
indefinite **T409k**
possessive **T409l**, **T416a**
reflexive **T379m**
relative **T35u–T35v**, **T59k–T59l**
subject **T351n**

Proverbs **T559a–T559b**, **T559d**

Punctuation **T97m–T97n**, T205c

Purpose for reading T224–225
see also Set a purpose

Purpose of text T313b, T313f, T417f

Q

Quantitative information, comprehend **SG22**, SG23, **SG16**, SG17

Question mark **T97n**

Quotation marks **T97m–T97n**

Quoting text **T313w–T313x**, **T409m–T409n**

R

RAFT (Role, Audience, Form, Topic) T27a, T35j, T129a, T197a, T208, T237a, T277, **T303p**, T313j, T347, T379b, T385j, T409a, T418, T445a, T477b, T484, T489p, T515b, T525j, T549a, T560

Reach into phonics *see Program Features and Resources Index: Technology*

Read independently T11, T43, T153, T181, T291, T321, T433, T461, T499, T533

Read together T11, T43, T153, T181, T291, T321, T433, T461, T499, T533

Reading comprehension test A1.7–A1.8, A1.13–A1.14, A1.18–A1.19, A1.24–A1.29, A2.4–A2.5, A2.10–A2.11, A2.15–A2.16, A2.22–A2.30, A3.4–A3.5, A3.10–A3.12, A3.16–A3.17, A3.23–A3.28, T224–225, T236, T238a–267, T268a, T270a–T270b, T270c–T275d, A4.4–A4.5, A4.11–A4.12, A4.16–A4.17, A4.23–A4.28, A5.4–A5.5, A5.10–A5.11, A5.15–A.16, A5.22–A5.28, A6.4–A6.5, A6.11–A6.13, A6.17–A6.18, A6.24–A6.32, A7.4–A7.5, A7.11–A7.12, A7.16–A7.17, A7.22–A7.29, A8.4–A8.5, A8.10–A8.12, A8.16–A8.17, A8.22–A8.29
see also Strategies for reading comprehension

Reading learning stations *see Program Features and Resources Index*

Reading routines SG2–SG3, BP28–BP33

Reading strategies *see Strategies for reading comprehension*

Reasons and evidence RT4.3–RT4.4, T515p
analyze T241, T242
author's use of **T137f**, T137g
compare **T137g**
compare uses of T245g
compared to opinions **T137f**
explain uses of SG4, **T238a–T238b**, **T245a**, **T453a–T453b**
identify uses of T245f
provide T237n

Relate details **T60a**

Relate reading to Big Question **T35h**, **T65h**, **T137h**, **T173h**, **T205h**, **T313h**, **T345h**, **T385h**, **T417h**, **T453h**, **T483h**, **T525h**, **T559h**

Relate sequence **T286a**

Relate to personal experience T272
see also Connections, making text to self

Relate to personal knowledge T61

Relate words
antonyms **T303q–T304**, **T304c**, **T313c**, **T313e**
homographs T191, **T549o–T550**, T550, **T550c**, **T559c**, T559c, **T559e**, T559e
homophones **T97q–T98**, **T98c**, **T105c**, **T105e**, T143k, **T173s–T173t**, **T197i–T197j**, T213k, T237i, T245s, T269k, **T351k–T351l**, **T379k–T379l**, T385s, **T409i–T409j**, **T477k–T477l**, **T489k–T489l**, **T549i–T549j**
synonyms **T337o–T338**, **T338c**, **T345c**, **T345e**

Repetition in poetry T272

Report on a concept **T456a**

Research T27h, T409g, T515j

Research report
draft ideas T27b, T129b, T237b
find information **T105w**, **T213o–T213p**, T237a
books **T105x**, **T213o**
encyclopedias **T105w**
experts **T105x**
Internet **T213p**, T237a
magazines **T105x**
gather information T1i, T27b, T129a, T197a, T337a, T409a, T445a, T549a
make presentations
share with others T27b, T549b
organize T27b, T129b, T237b
arrange information T194b, T337b, T409b, T445b, T549b
draft ideas T194b, T337b, T409b, T445b, T549b
plan
choose topic T197a, T337a, T409a, T445a, T549a
develop research questions **T1n–T1o**, T27a, T129a, T197a, T237a, T337a, T409a, T445a, T549a
focus the topic T1h, **T1n–T1o**
generating topics T237a
topic selection T27a, T129a, T237a
present T237b
practice computer skills T549b
practice speaking skills T129b, T194b, T337b, T409b, T445b
share with others T129b, T194b, T337b, T409b, T445b
report T206–207-T211

Research skills
evaluate/identify sources **T173w–T173x**
find information **T213o–T213p**, T237a
books **T105x**, **T213o**

encyclopedias **T105w**
experts **T105x**
Internet **T213p**, T237a
magazines **T105x**
illustrate the topic **T423p**
paraphrasing **T385w–T385x**, **T409m–T409n**
plagiarism **T385w–T385x**
quoting **T409m–T409n**
sources
cite **T525w–T525x**
find **T105w**, T129a, **T173x**
identify/evaluate **T173w**, **T208a**
types of **T105w**, **T525w**
validate **T173x**
taking/organizing notes **T313w–T313x**, **T385w–T385x**
see also Program Features and Resources Index

Restate an idea **T386**

Reteaching *see Program Features and Resources Index; and each lesson*

Retell a story **T284**

Retell an experience **T388a**

Rhyme T173a, T272, T275f, T275g

Rhythm T173a, T272, T275f, T275g

Root words **T167q–T168**, **T168c**, **T173c**, **T173e**, **T477q–T478**, **T478c**, **T483c**, **T483e**

Run-on sentences **T105v**, **T129k**, **T445m–T445n**

S

Scene **T362–363**

Science background T72, T81, T113, **T199**, T214, T223, T239, T282, T291, T305, **T321**, T339, T424, T433, T447, T461, T479

Scientific texts, explain **T446a**

Scope and sequence *see Program Features and Resources Index*

Sensory language T281

Sentences **T129k–T129l**, T136a
break up long sentences **T445m–T445n**
combining **T351o–T351p**
fragments **T27k–T27l**, **T59k–T59l**
independent clauses **T105u**
introductory/concluding T245w, **T337m–T337n**
types of **T104a**
see also Commands; Complete sentences; Complex sentences; Compound sentences; Exclamations; Negative sentences; Questions; Run-on sentences; Statements; Subject and predicate; Subject-verb agreement; Topic sentence

Sequence **T285a**, **T387a**, T408a, RT6.8
analyze SG11
determine T161, T169
identify T310, SG20

Set a purpose T14–15, T46–47, T82–83, T99, T116–117, T154–155, T184–185, T254–255, T293, T322–323, T354–365, T394–395, T436–437, T462–463, T502–503, T517, T534–535

Setting T43, **T65a–T65b**, RT1.11, **T153**, T159, T166a, T258, T266, SG20, SG21, T281o, **T499**
analyze SG9, T158, SG14, T471, **T552–553**
describe **T65d**, **T65f**

Signal words **T35f**, T143n
cause and effect **T143p**
to compare **T143p**
sequence **T143o**
time order T35f, T35g, **T143p**

Simile **T168a–T168b**, T281

Social studies background T2, T11, T29, T43, T61, T99, T131, T144, T153, T169, T180, T253, T271, T352, T361, T381, T393, T411, T490, T499, T517, T533, T551

Songs T4, T36, T74, T106, T146, T174, T216, T284, T354, T426, T454, T492, T526

Source cards T129a, **T208a**

Sources
cite T129a, **T525w–T525x**
evaluate **T173w**
find **T105w**, T129a, **T173x**
identify **T173w**, **T208a**
types of **T105w**, **T525w**
validate **T173x**

Speaking SG56
analyze T75a
ask and answer questions T149, T245q, T270, **T426**
ask for and give information **T36**
ask for clarification **T38a**
ask questions **T220**, T224–225, T226–227, T233, T238a, T239, T240, **T250–T251**, T254–255, T258, T261, T272, RT4.5, RT4.8, RT4.2, T373, T542–543
connect cause and effect **T217a**
connect characters **T98a–T98b**
connect goals and outcomes **T494a**
connect ideas **T76a**
debate T303
define **T314**, **T316a**
describe **T65d**, T65f, SG5, SG11, T72, T82–83, T129g, SG17, T143i, T173b, T173q, **T174**, T197g, SG11, SG17, SG26, SG5, SG14, T376, T379i, SG17, SG23, SG11, SG23, T489i, SG5, SG17
determine main idea and details T107a
discuss SG9, SG15, SG21, T105q, **T108a**, T197, T204, SG3, T313d, T345d, **T356a**, T385d, T396–T397, T409g, T417d, T453d, **T486d**, **T500–501**, T515i, **T525d**, **T540–541**, T559d
see also Cooperative learning routines
discuss the big question T27o, **T59q**, **T97q**, **T129o**, **T167q**, **T197o**, **T303q**, **T337o**, T379q, **T409o**, **T445o**, T477q, T515q, T549o
engage in conversation **T106**, T128, T312
explain **T205a–T205b**, **T205d**, **T314**, T337, **T338a–T338b**, **T345a**, **T428a**
express feelings **T4**
express ideas **T74**, **T148a**, **T176a**
express intentions **T354**
express needs and wants **T246–T247**
express opinions T200–201, **T492**, T514
give advice T137d
give and follow directions **T146**
give interview T489
give presentations T129b, T549g
justify **T526**
make connections T78, **T105d**, T110
make presentations T59i, T194b, T337b, T379d, T421, T453l, T477d, T525l, T563
formal T409b
oral interpretation T167i
paraphrase reading **T90**, T107a, **T190**, T197g, T337g, T385q
preview and predict **T60c**, **T80**, **T98c**, T112, **T131**, **T152**, T168c, T180, T198c, T290, T304c, T320, T338c, T360, **T380c**, T392, T410c, **T432**, **T446c**, **T460**, T478c, **T498**, **T516c**, T532, **T550c**
read poetry aloud **T173d**
read stories T515d
relate a sequence **T286a**
relate reading to Big Question **T65h**, **T105h**, **T137h**, **T173h**, T205h, **T313h**, **T345h**, **T385h**, **T417h**, **T453h**, T483h, **T525h**, **T559h**
report on a concept **T456a**
restate T313q, **T386**, T408, T453q
retell a story T97i, T284, **T284**, T285, T303i
retell an experience **T388a**
role play T351i, T379, T423
sort facts and opinions **T528a**
summarize reading **T52**, T122, **T122**, **T160**, **T296**, T301, **T330**, **T372**, **T404**, **T440–T441**, **T470**, **T508**, **T538**
use vocabulary words T76a–T77, T96, T98, T107, T109, T128, T147, T149, T166, T167, T168, T175, T177, T196, T285, T287, T302, T315, T317, T336, T355, T357, T387, T389, T416, T427, T429, T444, T446, T455, T478, T493, T495, T527, T529, T548, T550
see also Cooperative learning routines; Explain; Map and talk; Speaking and Listening station; Talk about it; Talk together

Speaking and Listening learning stations
see Program Features and Resources Index

Spelling
adjectives **T303n**
commonly misspelled words **T1j–T1k**, **T35s–T35t**, **T59k–T59l**, **T71k–T71l**, **T97k–T97l**, **T105s–T105t**, **T129i–T129j**, **T143k–T143l**, **T167k–T167l**, **T173s–T173t**, **T197i–T197j**, **T281k–T281l**, **T303k–T303l**, **T313s–T313t**, **T337i–T337j**, **T351k–T351l**, **T379k–T379l**, **T385s–T385t**, **T409i–T409j**, **T423k–T423l**, **T445i–T445j**, **T453s–T453t**, **T477k–T477l**, **T489k–T489l**, **T515k–T515l**, **T525s–T525t**, **T549i–T549j**
homophones **T1j–T1k**, **T27i–T27j**, **T143k–T143l**, **T213k**, **T237i**, **T245s**
multisyllabic words **T167k–T167l**, **T477k–T477l**, **T549i–T549j**
plurals formed by adding *-s, -es* **T197i–T197j**
verbs ending in *-ed* **T245s–T245t**
words ending in *-ing* **T269k–T269l**
words with *ai, ay, ou, ow* **T385s–T385t**
words with *ch, tch* **T59k–T59l**
words with *ck, sh* digraphs **T97k–T97l**
words with consonant blends **T129i–T129j**
words with hard/soft *c, g* **T423k–T423l**
words with *-le, -y, a-* **T525s–T525t**
words with long *a* **T213k–T213l**
words with long *e* **T143k–T143l**, **T237i–T237j**
words with long *i* **T143k–T143l**, **T281k–T281l**
words with long *o* **T143k–T143l**
words with long *o* **T237i–T237j**
words with long *o* **T237i–T237j**
words with long *u* **T303k–T303l**
words with *oo, ew, au, aw, al, all* **T409i–T409j**
words with *oo,* silent consonants **T445i–T445j**
words with *r*-controlled syllables **T351k–T351l**
words with *r*-controlled vowels **T313s–T313t**, **T337i–T337j**
words with short *a* **T1j–T1k**
words with short *e* **T71k–T71l**
words with short *i, u* **T35s–T35t**
words with short *o* **T27i–T27j**
words with *th, ng* digraphs **T105s–T105t**
words with *un-, re-* prefixes **T489k–T489l**
words with VC*e* pattern **T173s–T173t**
words with VCV, VCCV patterns **T453s–T453t**
words with *y* **T379k–T379l**
words with *-y, -ly, -less, -ful* suffixes **T515k–T515l**
see also Daily spelling and word work

Spelling routines BP52
see also Program Features and Resources Index

Stage directions **T362–363**

Steps in a process **T306–307**

Story elements T166a, T276

Story words *see Vocabulary: story words*

Strategies for reading comprehension
choose **T496**, T504–505, T512, T522, T534–535, T544–545, T552–553, T554–555, T556, RT8.2, RT8.6, RT8.9, RT8.11
use T220, T223, T224–225, T228–229, T232, T234, T236, T238a, T239–T240, T242, T245a, T250, T260–T265, T268a, **T530**
see also Analyze; Ask questions; Connections, making; Details; Determine; Generalizations, form; Identify; Inferences, make; Main idea; Sequence; Summarize; Synthesize

Structured response routines BP44

Student edition handbook facsimilies R4–R16

Student edition index facsimile R23–R26

Subject **T35u**, **T71m–T71n**
compound T64a, **T71m–T71n**
simple **T35u–T35v**

Subject-verb agreement **T1l–T1m**, T64a, **T71m–T71n**, **T173v**, **T213m**

Suffixes **T409o–T410**, **T417c**
use to determine word meanings **T410c**, **T417c**, **T417e**
-y, -ly, -less, -ful **T515k–T515l**
Summarize **T52**, T102, T116–117, **T122**, **T160**, T234, T260, T262–263, SG3, **T296**, T301, **T330**, **T372**, T382, **T404**, T406, **SG22**, SG23, **T440–T441**, **T470**, **T508**, **T538**
use important details T368–369, T370, T373, T376, T377
Synonyms **T337o–T338**, **T338c**, **T345c**, **T345e**
Synthesize T57, SG11, SG22, T165, SG11, SG23, **T430**, **T458**, RT7.2, RT7.5, RT7.8, RT7.12, T504–505, T513, T539, T544–545, T554–555, SG23
see also Conclusions, drawing; Generalizations, forming

T

Talk about it T26, T57b, T58, T96, T128, T143, T166, T196, T236, T268, T302, T336, T378, T408, T444, T476, T514, T548, T565
Teaching Resources *see Small group reading*
Technique T46–47, T165
Technology *see Program Features and Resources Index*
Technology, using in writing **T379o–T379p**
Technology routines BP55–BP56
Test-taking strategies *see Program Features and Resources Index*
Text features **T11**, **T114–115**, **T182–183**, T186–187, **T203a**, **T340**, T341, **T345g**, **T382**, T394–395, **T396–397**, T402, **T417a**, **T417b**, **T417f**, **T417g**, T441
caption **T113**, T114–115, T240, T242, T338a
chart T441
diagram **T180**, T234
graph **T180**, T182–183, T433, **T434–435**, T438
heading T223
illustrations T294, T393, **T396–397**, T449
label T448
map T332–333, **T382**, **T533**
of online articles **T417a–T417b**, **T417f**, **T417g**
photograph **T113**, T114–115, T242, **T396–397**, T448, T480
pronunciation T308–309
visuals T338a
Text structure RT1.4, RT2.11
cause and effect **SG04**, SG5, T217a, T224–225, T226–227, T228–229, T233, T234, T236a, **SG4**, SG5, **SG22**, SG23, RT4.1
chronological **T35a–T35b**, SG22, **SG22**, SG23, **SG16**, SG17
compare and contrast **T137a–T137b**, T427a, T438, T442, T444a, SG5
goal and outcome **T493a**, T504–505, T512, **T514a**
problem and solution T247a–T248, T258, T264–265, T268a, RT4.6, RT4.7, T315a, T322–323, T326–327, T331, T332–333, **T336a**, RT5.7, **SG10**, SG11
sequence T387a, T402, T405, T406, **T408a**
use T331
Text-Talk read aloud T181, T321, T533
Textual evidence
analyzing T238a–T238b, T241, T242
compare uses of T245g
explain uses of **T245a**
identify uses of T245f
Themes **T147a**, **T166a**, RT3.1, SG27, RT6.5
analyze T158, T164
compare **T105g**, **T173g**, **T385g**
compare treatment of **T105a–T105b**, T105g
determine T158, T164, T170, **T173f**
identify **T105f**, SG14, SG8, **T385f**, SG14, SG26, **T559f–T559g**, SG14
Topic selection T27a, T59b, T66, T97b, T105j, T138, T167b, T208, T237a, T245j, T269b, T276, T303b, T313j, T346, T379b, T418, T453j, T477b, T484, T515b, T525j, T560
Topic sentences **T129n**
Topics
compare **T105g**
compare treatments of **T105a–T105b**, **T105g**, T551, T552–553, T556
group **T129n**
identify **T105f**, **T324–325**, **T559f–T559g**
introduce in writing **T129m–T129n**
Try it together T28, T59q–T60, T98, T130, T168, T198, T238, T270, T304, T337o, T380, T410, T446, T478, T516, T550

U

Unfamiliar words *see Context clues, using to determine; Dictionary; Picture Dictionary*
Unit planner *see Program Features and Resources Index: Lesson planners*

V

Verbs
agreement with subject **T1l–T1m**, T64a, **T71m–T71n**, **T213m–T213n**
see also Action verbs; Contractions with verbs; Forms of be and have; Future-progressive-tense verbs; Future-tense verbs; Helping verbs; Linking verbs; Past-tense verbs; Present-tense verbs
Verify facts **T448**
Visualize T30, **T150**, T154–155, T156–157, T158, T164, T170, **T178**, T184–185, T186–187, T191, T192–193, T200–201, RT3.2, RT3.6, RT3.9, RT3.12, T539
Visuals
comprehend T200–201, **SG4**, SG5, **SG10**, SG11, **SG10**, SG11, **SG16**, SG17, **SG22**, SG23
interpret **T198a–T198b**, T200–201, RT3.10, T551
use T398–T399
Vocabulary R3
academic *see Academic vocabulary*
apply word knowledge T25a, T57b, T58, T95b, T127a, T165b, T195a, T232, T235a, T260, T267a, T301b, T335a, T377b, T407a, T443a, T475b, T513b, T547a
expand word knowledge BP35, T10, T42, T80, T112, T152, T180, T222, T252, T290, T320, T360, T392, T432, T460, T498, T532
introduce words BP34
key words T173q, T445g
science **T74–T75**, T103a, **T106–T107**, T135a, SG5, SG11, SG17, SG23, **T216–T217**, T243a, **T246–T247**, T273a, SG5, SG11, SG17, SG23, **T284–T285**, T311a, **T314–T315**, T343a, SG5, SG11, SG17, SG23, **T426–T427**, T451a, **T454–T455**, T481a, SG5, SG11, SG17, SG23
share word knowledge BP36, T20, T52, T90, T122, T160, T190, T296, T330, T372, T404, T440, T508, T538
social studies **T4–T5**, **T6a–T7**, T33a, T36, **T36**, **T36–T37**, T63a, SG5, **T146–T147**, T171a, **T174–T175**, T203a, SG5, SG11, SG17, SG23, SG5, SG11, SG23, **T354–T355**, T383a, **T386–T387**, T415a, SG5, SG11, SG17, **T492–T493**, T523a, **T526–T527**, T557a, SG5, SG11, SG17, SG23
strategies
antonyms **T303q–T304**, **T304c**, **T313c**, **T313e**
compound words **T197o–T198**, **T198c**, **T205c**, **T205e**
homographs **T549o–T550**, **T550c**, **T559c**, **T559e**
homophones **T97q–T98**, **T98c**, **T105c**, **T105e**
idioms/expressions **T59q–T60**, **T60c**, **T65c**, **T65e**, **T515q–T516**, **T516c**, **T525c**, **T525e**
look beyond the literal meaning *see Figurative language*
multiple-meaning words **T445o–T446**, **T446c**, **T453c**, **T453e**
prefixes **T379q–T380**, **T380c**, **T385c**, T385e
suffixes **T409o–T410**, **T410c**, **T417c**, **T417e**
synonyms **T337o–T338**, **T338c**, **T345c**, **T345e**
use a dictionary **T27o–T28**, **T28c**, **T35c**, T35e, **T129o–T129p**, **T130c**, **T137c**, **T137e**
use context clues T237o, T238c, **T245c**, T245e, T262–263, **T269q–T270**, T270c, T275c, T275e, **SG16**, SG17
word origins **T167q–T168**, **T168c**, T173c, T173e
word parts **T477q–T478**, **T478c**, **T483c**, **T483e**
test A1.9–A1.10, A1.15, A1.20–A1.21, A1.24–A1.29, A1.30–A1.32, A2.6–A2.7, A2.12, A2.17–A2.18, A3.6–A3.7, A3.12–A3.13, A3.18–A3.19, A3.29–A3.30, A4.6–A4.7, A4.13, A4.18–A4.19, A4.29–A4.30, A5.6–T5.7, A5.12, A5.17–A5.18, A5.29–A5.31, A6.6–A6.7, A6.14, A6.19–A6.20, A6.33–A6.35, A7.6–A7.7, A7.13, A7.18–A7.19, A7.30–A7.32, A8.6–A8.7, A8.13, A8.18–A8.19, A8.30–A8.31
Vocabulary games *see Program Features and Resources Index: Technology*

W

Watch-out words *see Spelling: commonly misspelled words*
Web page T237a–T237b
Web sites T173w
Word meanings, determine **SG16**, SG17, **SG10**, SG11, T198c, **SG16**, SG17, SG5
use a dictionary **T129o–T129p**, **T137c**, T137e, T213l, T269l, T281l
use context clues T238, **T245c**, T245e, T262–263, **T269q–T270**, T270c, T275c, T275e, **SG16**, T381, T446c, **T453c**, **T453e**, **SG4**, T554–555
use prefixes T380, **T385c**, T385e
use roots **T167q–T168**, **T168c**, **T173c**, **T173e**, **T477q–T478**, **T478c**, **T483c**, **T483e**
use suffixes **T409o–T410**, **T410c**, **T417c**
Word origins **T167q–T168**, **T168c**, **T173c**, **T173e**, **T275a–T275b**, **T477q**, **T478c**, **T483c**
Word parts *see Prefixes; Root words; Suffixes*
Writer's craft T57a, T95a, T165a, T301a, T377a, T475a, T513a
Writing *see Program Features and Resources Index*
Writing forms
account T167a–T167d, T544–545
advertisement T26, T213, T565 , SG27
advice column SG20, T313q
alternate ending SG14
art project proposal SG14
biography T35i–T35j
blog post SG21, SG9, SG21
book review SG14, SG27, SG15
caption SG15
cause and effect paragraph T218
character list SG20
character sketch T97a–T97d, SG9, SG27, SG9, SG26, SG9, SG14, SG20
comic T423, T432l
commercial T549i
community announcement SG11
comparison T428
conclusion T430–T431
definition SG15
description T35q, T70, SG21, T143i, T173q, T194–195, T196, SG26, T245q, T269p, T270b, T280, SG14, SG15, T377a, T379i, SG14, SG15, SG21, T445g, T475a, SG8, SG21, SG20
dialogue SG8, SG15, SG27, SG8, T213k, SG8, SG26, SG20, T453q, T468–469, SG15, SG26, SG8, SG26
diary SG8
directions T379i
e-mail **T59o–T59p**, T142, SG9, SG14, SG26, SG15, SG21, SG27, T237g, SG9, SG20, SG8, SG9, SG27
epilogue SG26
essay T515i
explanation T385i–T385l, SG20, T213i, SG9, SG15, SG26
fact sheet SG11 , SG26, SG14
fictional paragraph T269p

glossary SG12
headlines SG8
hyperbole T259, T269o
infographic T237g
informational/explanatory text T35x, T453i–T453l
instructions T380b
interview questions and answers T66–T69, SG8, SG21, SG26, T197g, SG8, SG14, SG15, SG20, SG27, SG14, SG15, SG27, SG8, SG20, SG26, SG27, T525q, SG9, SG14, SG21
introduction T129m
job description SG21, SG14, SG20, SG21
journal entry SG11, SG12, SG20, SG21, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, T280, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27
lab report SG8, SG9
label maps SG11
letter T138–T141, SG14, SG15, SG20, SG21, SG27, T385q, T515i, T565, SG15, SG26
list SG8, SG14, SG20, SG20, SG27, SG20, SG21, SG8, SG20, SG26, SG8, SG20, SG27, T489, SG8, SG14, SG20
logbook SG26
map SG21, SG21, SG15, SG21
menu SG20, SG26
message SG21, SG26, SG9, SG15, SG20
museum guide SG15
news account SG21
news article SG26
news brief SG9, SG9, SG20, SG27, SG27, SG26, SG8, SG15
news report SG8, SG9, SG15, SG21, SG14, SG15
note T488
obituary SG27
online article SG9
opinion T237m–T237n, T238b, SG9, SG14, SG21, SG26
paraphrase T235
personal narrative T477p, T484–T487
persuasive T245g, T245i–T245l, T346–T349, T515p, T525i–T525l, T564, SG8, SG15, SG20, SG21, SG27
photo essay SG9
play T351
plot summary T286
poem T105t, T129j, T167i, T167l, T173d, T212, T269i, T273, T281, SG15, T337j, SG21, T351k, T477l, SG15, T514, SG9, SG11
postcard T213, SG15, SG14
poster SG12, T237i, T281, SG14, SG26, SG14
puzzle SG14
questions T1h, T230–231, T250–T251
recipe T303i
report T35d, T129g, T206–T211, T269j, T423i, T525r, T549h
response T33, T63, T103, T134–135, T171, T202–203, T311, T343, T383, T414–415, T451, T481, T523, T557, T560–T563
review SG14, SG14
rules SG20
safety tips SG9
scene T371, T489l
scientific notes T313i–T313l, SG14
sensory chart T236
sentences T237l, T245, T267, T269n, T273a, SG8
  introductory **T245w–T245x**
sequel SG15, SG15, SG27, SG15
ship log SG9
short story T57a
sign SG9, SG20, SG21
skits T1j, T59l, T63a, T173t, T445j, T549i
slogan SG20
song or rap T281l, T422, T515k
speech SG15, SG21, SG9, SG15, SG15, SG8, SG21, SG26
sports report SG9
steps in a process T313c
story T59a–T59d, T105t, T269a–T269d, T269p, T303a–T303d, T303i, T379a–T379d, T385t, T418–T421, T423i, T477a–T477d, T489, T515a–T515d, SG9
storyboard or panels T97i, SG8
summary SG27, T166, T205g, T337h, T409g
tall tale T276–T279
thank-you note SG14, SG26, SG27, SG14, SG27
thought balloons SG21, SG26
time line SG15
tongue twisters T409j
trading cards SG26
travel advisory SG27
travel brochure SG20, SG14, SG21, T269i, SG20, SG14, SG21, SG26, SG26
travel diary SG20
travel log T351k
travel plan SG8
travel poster SG20
traveler's warning SG21
trickster tale T97i, T105i–T105l
weather report T281, SG8
web page T237a–T237b

Writing learning stations *see Program Features and Resources Index*

Writing models BP54, T35i, T35w, T59a, T66, T97a, T105i, T138, T167a, T269a, T269o, T275, T303a, T313i, T346, T379a, T385i, T418, T453i, T477a, T515a, T525i

Writing process
draft, write ideas T35j, T59b, T67, T97b, T105j, T139, T167b, T210, T245j, T269b, T277, T303b, T313j, T347, T379b, T385j, T419, T453j, T477b, T485, T515b, T525j, T561
edit and proofread T35l, T59b, T59d, T68, T97b, T105l, T140, T167d, T211, T245l, T269d, T278, T303d, T313l, T348, T379d, T385l, T420, T453l, T477d, T486, T515d, T525l, T562
present T245l, T269d
prewrite T59a–T59b, T237a, T245j, T269b, T276
  choose topic T59b, T66, T97b, T105j, T138, T167b, T208, T303b, T313j, T346, T379b, T385j, T418, T453j, T477b, T484, T515b, T525j, T560
  create a research plan T208
  create source cards T208a
  gather information T66, T138, T208a, T346, T418, T484, T560
  list your research questions T208
  make note cards T209
  organize T35j, T59b, T66, T97b, T105j, T138, T167b, T210, T245j, T269b, T276, T303b, T313j, T346, T379b, T385j, T418, T453j, T477b, T484, T515b, T525j, T560
  topic selection T35j
publish and present T59d, T245l, T269d, T279
  with a group T69, T141, T349, T421, T487, T563
  make final copy T35l, T59d, T97d, T105l, T167d, T211, T303d, T313l, T379d, T385l, T453l, T477d, T515d, T525l
  share with others T35l, T59d, T97d, T105l, T167d, T211, T303d, T313l, T379d, T385l, T453l, T477d, T515d, T525l
  on your own T69, T141, T349, T421, T487, T563
revise T59b, T245k, T269c, T278
  make changes T35k, T59c, T68, T97b, T105k, T140, T167c, T210, T303c, T313k, T348, T379c, T385k, T420, T453k, T477c, T486, T515c, T525k, T562
  read, retell, respond T35k, T59c, T68, T97b, T105k, T140, T167c, T210, T303c, T313k, T348, T379c, T385k, T420, T453k, T477c, T486, T515c, T525k, T562
revise and edit test A1.11–A1.12, A1.16–A1.17, A1.22–A1.23, A1.33–A1.36, A2.8–A2.9, A2.13–A2.14, A2.19–A2.21, A2.34–A2.37, A3.8–A3.9, A3.14–A3.15, A3.20–A3.22, A3.31–A3.34, A4.8–A4.10, A4.14–A4.15, A4.21–A4.22, A4.31–A4.34, A5.8–A5.9, A5.13–A5.14, A5.19–A5.21, A5.32–A5.35, A6.8–A6.10, A6.15–A6.16, A6.21–A6.23, A6.36–A6.39, A7.8–A7.10, A7.14–A7.15, A7.20–A7.21, A7.33–A7.36, A8.8–A8.9, A8.14–A8.15, A8.20–A8.21, A8.32–A8.35

Writing skills
avoiding plagiarism **T385w–T385x**
break up long sentences **T445m–T445n**
choose formal/informal language **T59o–T59p**
choosing and focus topic **T1n–T1o**
cite sources **T525w–T525x**
combining sentences **T351o–T351p**
concluding sentences **T337m–T337n**, **T453w–T453x**
concrete words/phrases **T489o–T489p**
create note cards **T313w–T313x**
describe character traits **T71o–T71p**
develop research questions **T1n–T1o**
establish/follow purpose **T27m–T27n**
evaluating sources **T173w–T173x**
illustrate the topic **T423p**
include dialogue **T281o–T281p**
integrate concepts/information **T423o–T423p**
introductory sentences **T337m–T337n**
main character **T97o–T97p**
main idea and details **T197m–T197n**
maintain point of view **T477o–T477p**
paraphrasing/quoting **T385w–T385x**, **T409m–T409n**
persuasive techniques **T515o–T515p**
signal words **T143o–T143p**
sources **T105w–T105x**
state and develop a purpose **T303o–T303p**
supporting opinions **T549m–T549n**
topic **T129m–T129n**
use colorful details **T35w–T35x**
use multimedia **T423p**
use sensory details **T167o–T167p**
using technology **T379o–T379p**

Writing traits
conventions *see Conventions, in writing*
fluency **T167a**, **T303a–T303b**, **T379a**, **T453i**, **T525i**
ideas **T35i**, RT1.6, **T206–207**, RT3.13, **T245i**, RT4.5, RT4.6, **T313i**, **T313l**, RT5.6, **T385i**, RT6.7, **T560**, RT8.12
organization RT1.9, **T105i**, **T138**, RT2.7, RT2.13, RT3.3, **T269a**, RT4.8, RT4.9, **T346**, RT5.11, **T477a**, RT7.9
sentence fluency RT5.3, RT6.3, RT7.6, RT8.7
voice **T66**, **T418**, RT6.12, **T484**, RT7.13
word choice **T59a**, RT1.13, **T97a**, RT2.3, RT3.7, **T276**, RT4.11, RT4.12, **T515a**, RT8.3

Note: Page numbers in boldface type indicate main discussion.

Index of Authors

Anastasio, Dina SG18, SG20
Anderson, Joan SG18, SG20
Andrew, Moira T271–T275
Asch, Frank SG19, SG21, SG25, SG27
Aston, Dianna Hutts T453r, T461–T468-469, SG68
Babbitt, Natalie SG19, SG21, SG25, SG27
Banks, Greg SG7, SG9
Banting, Erinn SG19, SG21
Batten, Mary T321–T323
Blanc, Katherine SG25, SG27
Bliss, Pamela SG6, SG8
Block, Cheryl SG16–SG17
Boylan, Janine SG10–SG11
Branley, Franklyn M. SG13, SG15
Briscoe, Diana C. SG18, SG20
Brown, Jeff SG18, SG20, SG24, SG26
Burkett, Kathy SG16–SG17
Caitlin, Scott SG18, SG20
Capaccio, George SG12, SG14
Capeci, Anne SG6, SG8, SG12, SG14

Chapman, Jason T245a–T245h
Clifford, Barry T393–T402
Cole, Joanna SG12, SG14
Collard, Sneed B. III SG19, SG21
Cone, Molly SG25, SG27
Conway, Judity SG12, SG14
Cooney, Barbara SG6, SG8
Costantini, Lana SG16–SG17
Cousteau, Alexandra T239–T245
Cozort, Kristin T199–T202-203
Dahl, Roald SG6, SG8, SG12, SG14
Davis, Wade SG4–SG5
Deedy, Carmen Agra T43–T50-51, T57, SG68
Dorros, Arthur T281j, T291–T295, T301, SG68
Dowell, Frances O'Roark SG7, SG9, SG13, SG15
Downey, Francis SG16–SG17, SG22–SG23
Drake, Jane SG19, SG21
Draper, Sharon M. SG19, SG21, SG25, SG27
Ebersole, Rene SG4–SG5
Eisenstark, Reyna SG18, SG20
Falstein, Mark T361–T370
Farley, Walter SG7, SG9, SG13, SG15
Fern, Tracey E. T499–T506-507, T513
Finlayson, Christy T339–T343
Finton, Nancy SG16–SG17, SG12, SG14
Floca, Brian SG24, SG26
Freidman, Ina R. SG18, SG20
Fried, Ellen SG13, SG15
Garrett, Kenneth SG22–SG23
Geiger, Beth T181–T188-189, T213j, T223–T237, SG4–SG5, SG10–SG11
George, Jean Craighead SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27
Gilardi, Jamie SG10–SG11
Gilbert, Greta SG16–SG17
Goff, Brett SG22–SG23
Goodall, Jane SG25, SG27
Goodman, Susan E. SG16–SG17, SG24, SG26, SG4–SG5
Green, Josie SG7, SG9, SG13, SG15
Greenwald, Sheila SG7, SG9, SG13, SG15
Gregory, Kristiana SG7, SG9, SG13, SG15
Halko, Susan SG4–SG5
Hall, Leslie T113–T120-121
Hamilton, Virginia SG7, SG9, SG13, SG15
Hawass, Zahl SG10–SG11
Hiaasen, Carl SG7, SG9, SG13, SG15
Hiebert, Fredrik T533–T536-537
Hillman, Robert SG12, SG14
Hollyer, Beatrice SG13, SG15
Holmes, Kevin J. SG24, SG26
Horsfield, Alan SG12, SG14
Jackson, Cari SG19, SG21
Jafar, Ramona T11–T18-19
Jango-Cohen, Judith SG6, SG8
Jeffrey, David SG4–SG5
Jerome, Kate Boehm SG18, SG20, SG6, SG8, SG12, SG14
Johnson, Rebecca L. SG4–SG5, SG10–SG11, SG12, SG14, SG19, SG21
Kaner, Etta SG18, SG20
Keeler, Barbara SG10–SG11
Knudsen, Michelle SG6, SG8
Knutson, Barbara T71j, T81–T88-89, T95, SG68
Korman, Gordon SG7, SG8, SG13, SG15
Kramer, Nash SG6, SG8
Kramer, Sydelle SG24, SG26
Krensky, Stephen SG6, SG8
Leacock, Elspeth SG18, SG20
Lewin, Ted SG24, SG26
Lorimer, Sara SG16–SG17
Lunis, Natalie SG25, SG27
MacDonald, Lesley J. SG22–SG23
Maynard, Christopher SG18, SG20
McKissack, Patricia SG22–SG23
Micklos, John Jr. SG22–SG23
Miller, Danny SG25, SG27
Millman, Patricia T29–T33
Mittermeier, Cristina G. SG10–SG11, SG16–SG17, SG10–SG11
Montgomery, Sy SG25, SG27
Moore, Helen SG24, SG26
Mora, Pat T245r, T253–T269, SG68
Moss, Marissa SG10–SG11
Murawski, Darlyne A. SG10, SG11
Murphy, Emily SG16–SG17
Musgrove, Margaret SG7, SG9
Naylor, Phyllis Reynolds SG7, SG9, SG13, SG15
Neugebauer, Michael SG25, SG27
Nichols, Catherine SG18, SG20
Nick, Charles SG18, SG20, SG25, SG27
Nye, Naomi Shihab SG6, SG8
O'Dell, Scott SG7, SG9, SG13, SG15
Oshil, Asami T65a–T65b
Ostenso, Amy SG22–SG23
Owens, L. L. SG12, SG14
Park, Linda Sue SG19, SG21, SG25, SG27
Patterson, Francine SG24, SG26
Perritano, John SG24, SG26
Peters, Jennifer SG16–SG17
Phelan, Glen SG6, SG7, SG8, SG9, SG6, SG8
Pine, Dan SG22–SG23
Pinkney, Andrea SG13, SG15
Pinkney, Jerry T475
Proujan, Carl SG19, SG21
Pryor, Kimberley Jane SG19, SG21
Putnam, Jeff SG12, SG14
Raymer, Robyn SG22–SG23
Reich, Susanna SG13, SG15
Rhoads, Dorothy SG19, SG21, SG25, SG27
Romero, Jordan SG25, SG27
Roop, Connie SG24, SG26
Roop, Peter SG24, SG26
Royston, Angela SG18, SG20
Rumford, James SG24, SG26
Ruurs, Margriet SG25, SG27
Say, Allen SG24, SG26
Schlein, Miriam SG6, SG8, SG12, SG14
Schlitz, Laura Amy SG19, SG21
Schroeder, Alan SG12, SG14
Schulevitz, Uri T143j
Scott, Caitlin SG18, SG20
Scro, Ronald T533–T536-537
Sengel, Elizabeth SG22–SG23, T131–T132-133
Sewell, Anna SG12, SG14
Shepard, Aaron T99–T103
Shulevitz, Uri T143j, T153–T158, T165, SG68
Soto, Gary SG18, SG20, SG24, SG26, T167j, T169–T171, SG68
St. Jacques, Jacqueline SG22–SG23
Stevenson, Robert Louis T173a–T173b, T351j, T361–T370, T377, SG68
Stills, Desmond SG16–SG17
Suen, Anastasia T445h, T447–T449, SG68
Supples, Kevin SG18, SG20
Taylor, Theodore SG7, SG9, SG13, SG15
Thompson, Gare SG6, SG8, SG24, SG26
Tousignant, Marylou SG10–SG11
Troy, Cassandra T275a–T275h
Valle, Victor M. T271–T275
Verbeeck, Carol T239–T245
Verne, Jules SG6, SG8, SG12, SG14
Weaver, Bradley SG12, SG14
Weaver, Jeanne SG12, SG14
Weaver, Jo SG18, SG20
Weidt, Maryann N. SG25, SG27
Weir, Kirsten SG16–SG17
Weitzman, David SG24, SG26
Wells, Robert E. T433–T438
Whitaker, Rom SG10–SG11
Whiting, Jim SG7, SG9, SG25, SG27
Winkler, Peter SG16–SG17, SG22–SG23, SG4–SG5
Winter, Jeannette T549h, T551–T557, SG68
Winter, Jonah SG12, SG14
Yolen, Jane SG6, SG8
Young, Dorothy T517–T522

Index of Illustrators

Burr, Dan T321–T328-329
Catrow, David T291–T295
Colón, Raúl T266
Foley, Tim T361–T370
Knutson, Barbara T81–T88-89
Kramer, Sydelle SG25, SG27
Manchess, Gregory T393–T402
Pinkney, Jerry T461–T468-469, T475
Sanchez, Nathan T205a–T205b
Shed, Greg T499–T506-507
Shulevitz, Uri T165
So, Meila T99–T103
Thompson, Gare SG24, SG26

Acknowledgements, continued

Acknowledgments, continued

Text Credits

Unit One

Peachtree Publishers: *Martina the Beautiful Cockroach* by Carmen Agra Deedy. Text copyright © 2007 by Carmen Agra Deedy. Reprinted by permission of Peachtree Publishers.

Highlights for Children: "Shaped by Tradition," from *A Touch of Genius* by Patricia Millman, November 2000, Volume 55, Number 11, Issue No. 589. Copyright © 2000 by Highlights for Children, Inc., Columbus, Ohio. Reprinted by permission.

Skipping Stones: Adaptation of "Coming of Age" by Jyotsna Grandhi, from *Skipping Stones*, January/February 2009. Copyright © 2009 by Skipping Stones. Reprinted by permission of Skipping Stones, www.skippingstones.org.

Unit Two

Lerner Publishing Group, Inc.: *Love and Roast Chicken* by Barbara Knutson. Copyright © 2004 by Barbara Knutson. Reprinted with the permission of Carolrhoda Books, a division of Lerner Publishing Group, Inc. All rights reserved. No part of this excerpt may be used or reproduced in any manner whatsoever without the prior written permission of Lerner Publishing Group, Inc.

Shepard Publications: Excerpt adapted from *The Adventures of Mouse Deer: Tales of Indonesia and Malaysia* told by Aaron Shepard from www.aaronshep.com/stories/RO1.html, April 9, 2009. Copyright © 1995 by Shepard Publications. Reprinted by permission.

Unit Three

Farrar Straus & Giroux, LLC: *How I Learned Geography* by Uri Shulevitz. Copyright © 2008 by Uri Shulevitz. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Houghton Mifflin Harcourt: "Tortillas like Africa" from *Canto Familiar* by Gary Soto. Copyright © 1995 by Gary Soto. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Unit Four

Random House, Inc.: *Doña Flor* by Pat Mora, illustrated by Raúl Colón. Text copyright © 2005 by Pat Mora. Illustrations © 2005 by Raúl Colón. Reprinted by permission of Random House, Inc.

Victor M. Valle: "Comida," by Victor M. Valle from *Fiesta in Aztlan: Anthology of Chicano Poetry*. Text copyright © 1981 by Victor M. Valle. Reprinted by permission of the author. All rights reserved.

Moira Andrew: "The Sun in Me," by Moira Andrew. First published by Barefoot Books. Copyright © 2003 by Moira Andrew. Reprinted by permission of the author. All rights reserved.

Unit Five

Scholastic, Inc.: Adapted from *The Fungus that Ate My School* by Arthur Dorros, illustrated by David Catrow. Text copyright © 2000 by Arthur Dorros. Illustrations © 2000 by David Catrow. Reprinted by permission of Scholastic Inc., Scholastic Press.

Exploratorium: Excerpt from "Mold Terrarium" from www.exploratorium.edu, September 9, 2009. Copyright © 1998 by Exploratorium. Reprinted by permission.

Peachtree Publishers: Excerpt from *Aliens from Earth: When Animals and Plants Invade Other Ecosystems* by Mary Batten. Text © 2003 by Mary Batten. Illustrations © 2003 by Beverly J. Doyle. Permission to reprint granted by Peachtree Publishers.

Unit Six

New England Pirate Museum: Excerpt from "Make a Treasure Map" by the New England Pirate Museum from www.piratemuseum.com, March 5, 2009. Copyright © 2009 by New England Pirate Museum. Reprinted by permission.

National Geographic Books: Adaptation from *Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship* by Barry Clifford, illustrated by Gregory Manchess. Text copyright © 2008 by Barry Clifford. Illustrations © 2008 by Gregory Manchess. Reprinted with permission.

Texas Archeological Research Laboratory: "La Belle Shipwreck" by the Texas Historical Commission. Copyright © Texas Archeological Research Laboratory, University of Texas, Austin. Original article from the Texas Beyond History website www.texasbeyondhistory.net, March 2009. Reprinted with permission of the Texas Archeological Research Laboratory.

Unit Seven

Albert Whitman & Company: *What's Faster than a Speeding Cheetah?* by Robert E. Wells. Copyright © 1997 by Robert E. Wells. Used by permission of Albert Whitman & Company.

Penguin Group (USA) Inc: Excerpt from *The Moon Over Star* by Diana Hutts Aston, illustrated by Jerry Pinkney. Text copyright © 2008 by Diana Hutts Aston. Illustrations © 2008 by Jerry Pinkney. Used by permission of Dial Books for Young Readers, a division of Penguin Young Readers Group, a member of Penguin Group (USA) Inc., 345 Hudson Street, New York, NY 10014. All rights reserved.

Unit Eight

Houghton Mifflin Harcourt: Abridged from *Buffalo Music* by Tracey E. Fern. Copyright © 2008 by Tracey E. Fern. Used by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Houghton Mifflin Harcourt Company: Excerpt from *The Librarian of Basra: A True Story from Iraq* by Jeanette Winter. Copyright © 2005 by Jeanette Winter. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

NATIONAL GEOGRAPHIC SCHOOL PUBLISHING

National Geographic School Publishing gratefully acknowledges the contributions of the following National Geographic Explorers to our program and to our planet:

Joshua Ponte, 2007 National Geographic Emerging Explorer
Jill Pruetz, 2008 National Geographic Emerging Explorer
Jimmy Chin, 2004 National Geographic Emerging Explorer
Alexandra Cousteau, 2008 National Geographic Emerging Explorer
Christy Finlayson, National Geographic grantee
Constance Adams, 2005 National Geographic Emerging Explorer
Fredrik Hiebert, National Geographic Fellow

Photographic Credits

iv (tl) Jacqui Hurst/Corbis. v (tl) Mattias Klum/National Geographic Image Collection. vi (tc) Jimmy Chin/National Geographic Image Collection. vii (tl) DigitalStock/Corbis. viii (tl) Christy Finlayson, Ph.D.. ix (tc) Bill Curtsinger/National Geographic Image Collection. x (tc) Andy Rouse/Getty Images. xi (tc) Larry Gerbrandt/Getty Images. 2-3 Purestock/Alamy Images. 3 Sankar Rao Grandhi. iv (tl) Jacqui Hurst/Corbis. v (tl) Mattias Klum/National Geographic Image Collection. vi (tc) Jimmy Chin/National Geographic Image Collection. vii (tl) DigitalStock/Corbis. viii (tl) Christy Finlayson, Ph.D.. ix (tc) Bill Curtsinger/National Geographic Image Collection. x (tc) Andy Rouse/Getty Images. xi (tc) Larry Gerbrandt/Getty Images. 2-3 Purestock/Alamy Images. 3 Sankar Rao Grandhi. (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 4 Sankar Rao Grandhi. 5 (bl) Clayton Hansen/iStockphoto. (br) Neil Beer/Getty Images. (t) Travelshots.com/Alamy Images. 7 (bl) Image Source/Getty Images. (br) John Lund/Drew Kelly/Blend Images/Corbis. (tc) Doug Menuez/Getty Images. (tl) John Foxx Images/Imagestate. (tr) Jupiterimages. 10-11 Josh Ponte. 12 (inset) Maria Stenzel/National Geographic Image Collection. 12-13 (bg) Michael Nichols/National Geographic Image Collection. 13 (b, t) Josh Ponte. 14 (inset) Desirey Minkoh/AFP/Getty Images. 14-15 (bg) Michael Nichols/National Geographic Image Collection. 15 (b, t) Josh Ponte. 16-17 (bg) Michael Nichols/National Geographic Image Collection. 17 (b) Josh Ponte. (t) Desirey Minkoh/AFP/Getty Images. 18 Josh Ponte. 19 Josh Ponte. (tl) Erik Isakson/RubberBall/Alamy Images. 20 Josh Ponte. 21 (b,t) Martin van der Belen 22-23 (bg) Michael Nichols/National Geographic Image Collection. 23 (inset) Josh Ponte. 24 Sylvain Grandadam/Getty Images. 25 (b) Marion Kaplan/Alamy Images. (t) Josh Ponte. 26 Maria Stenzel/National Geographic Image Collection. 29 (b) Lester Lefkowitz/Corbis. (t) Copyright © November 2000 by Highlights for Children Inc., Columbus, Ohio. Photo credit: Courtesy of the Moxley-Ross-Naranjo Gallery, Santa Fe, NM. 30 Jacqui Hurst/Corbis. (l) Image Source/Getty Images. 31 Toba Tucker. 32 Naranjo Studio. 33 (tl) Clark. Courtesy of the New Mexico Department of Cultural Affairs. (bl, br) Naranjo Studio. (tr) Naranjo Studio. 37 (b) Phillipe Lissac/Godong/Corbis. (tl) Brand X Pictures/Jupiterimages/age fotostock. (tr) Lou Paintin/Getty Images. 39 (bl) Jupiterimages/Getty Images. (br) Adam Taylor/Getty Images. (tc) David Sacks/Getty Images. (tl) Jupiterimages/Creatas/Alamy. (tr) David Young-Wolff/Getty Images. 42 (inset) Martin Child/Getty Images. 57 (l) Ævar Arnfjörð Bjarmason. (r) Carmen Agra Deedy. 60 Stockbyte/Getty Images. 69 Jakub Vacek/iStockphoto. 70 Purestock/Alamy. 71 Jeff Randall/Getty Images. 72-73 (bg) Reuters/Corbis. 73 (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 75 (b) Konrad Wothe/Minden Pictures/National Geographic Image Collection. (t) Micheal S. Quinton/National Geographic Image Collection. 77 (bl) Dick Luria/Getty Images. (br) Gordon Wiltsie/National Geographic Image Collection. (tc) John Foxx Images/Imagestate. (tl) Diamond Sky Images/Getty Images. (tr) Richard Lewisohn/Getty Images. 90 Michael Metheny/Shutterstock. 95 (b, t) Courtesy of Chris Jensen. 98 (l) David Pollack/Corbis. (r) PhotoDisc/Getty Images. 99 Anna Sedneva/Shutterstock. 107 (bl) Mark Lovelock/Alamy Images. (br) Juan Silva/Getty Images. (tl) Dennis MacDonald/Alamy Images. (tr) Lee Beel/Alamy Images. 109 (bl) Andrea Chu/Getty Images. (br) T.J. Rich/Nature Picture Library. (tc) Olga Bogatyrenko/Shutterstock. (tr) Jeff Foott/Nature Picture Library. 111 Karine Aigner/National Geographic Image Collection. 112 (inset) Gorilla Foundation/AP Images. 112-113 Darryl Leniuk/Getty Images. 114 Comstock Images/Getty Images. 115 (b) Barbara Strnadova/Photo Researchers, Inc. (t) Anup Shah/Nature Picture Library. 116 (br) Lukasseck / ARCO/Nature Picture Library. (l) Anup Shah/Nature Picture Library. (tr) JH Pete Carmichael/Getty Images. 117 (b) Michael & Patricia Fogden/Corbis. (t) Geoff Brightling/Dorling Kindersley Ltd. Picture Library. 118 Gorilla Foundation/AP Images. 119 (bg) Mattias Klum/National Geographic Image

Page 656

Collection. (inset) Gallo Images/Alamy Images. 120 (b) Vincent J. Musi/National Geographic Image Collection. (t) Juan Silva/Getty Images. 121 The Alex Foundation. 122 Nigel Carse/iStockphoto. 123 Panoramic Images/Getty Images. 124 Chris Howes/Wild Places Photography/Alamy Images. 125 Sergey Popov V/Shutterstock. 127 BIOS Bios - Auteurs Ruoso Cyril/Peter Arnold, Inc. 128 JH Pete Carmichael/Getty Images. 129 Mattias Klum/National Geographic Image Collection. 130 Anup Shah/Animals Animals. 131 - Julie Lesnik. 131 Julie Lesnik/Jill Pruetz, Ph.D.. 132 (b) Frans Lanting/National Geographic Image Collection. (t) Michael Nichols/National Geographic Image Collection. 133 Bob Elbert/Iowa State University News Service. 134 (bl, t) Frans Lanting/National Geographic Image Collection. (br) Photoshot Holdings Ltd/Alamy Images. 135 - Maja Gaspersic. 135 Jill Pruetz, Ph.D.. 138 Jane Burton/Getty Images. 142 Reuters/Corbis. 144-145 (bg) VisionsofAmerica/Joe Sohm/Getty Images. 145 (insets) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 149 (bl) DigitalStock/Corbis. (br) PhotoDisc/Getty Images. (tc) Alfredo Estrella/AFP/Getty Images. (tl) PhotoDisc/Getty Images. (tr) Scott S. Warren/National Geographic Image Collection. 155 gezmen/Alamy Images. 165 Shulevitz Family Archives. 170 Getty Images. 173 (bl, br, tc, tl , tr) PhotoDisc/Getty Images.176 (l) Jose Miguel Hernandez Leon/Shutterstock. (r) Getty Images. 177 (bl) PhotoDisc/Getty Images. (br) sodapix sodapix/F1Online RF/Photolibrary. (tc) PhotoDisc/Getty Images. (tl) Jupiterimages/Thinkstock/Getty Images. (tr) Lefty Shivambu/Gallo Images/Getty Images. 180-181 Alaska Stock Images/National Geographic Image Collection. 182 Warren Morgan/Corbis. 183 Kenji Kondo/epa/Corbis. 185 Yann Arthus-Bertrand/Corbis. 186 (b) Joel Sartore/National Geographic Image Collection. (c) Michael and Patricia Fogden/Minden Pictures/National Geographic Image Collection. (t) DEA / C. DANI-I. JESKE/Getty Images. 186-187 (bg) Panoramic Images/Getty Images. 188 Norbert Wu/Minden Pictures/National Geographic Image Collection. 189 David Doubilet/National Geographic Image Collection. 190 Gary Cook/Alamy Images. 191 (br) Andre Seale/Alamy Images. (cr) Arctic-Images/Getty Images. (l) Jon Arnold Images Ltd/Alamy Images. (tr) Kevin Schafer/Alamy Images. 192 Mark Cosslett/National Geographic Image Collection. 193 (bg) PhotoDisc/Getty Images. 194 (b) Thinkstock/Jupiterimages. (bg) Photodisc/Getty Images. (t) Michael Nichols/National Geographic Image Collection. 195 AP Images. 196 Mike Theiss/National Geographic Image Collection. 198 (bl) BasSlabbers/iStockphoto. (br) John A. Rizzo Studio/PhotoDisc/Getty Images. (tl) Jerry Kobalenko/Getty Images. (tr) Creatas/Jupiterimages. 199 (bg) Jimmy Chin. (inset) Jim Webb/National Geographic Image Collection. 200 Jimmy Chin Collection. 201 (b) Jimmy Chin Collection.(t) Jimmy Chin/National Geographic Image Collection. 202 (bg) Jimmy Chin. (inset) Jimmy Chin Collection. 203 Jimmy Chin/National Geographic Image Collection. 204 Jimmy Chin/National Geographic Image Collection. 206 (b) Rich Reid/National Geographic Image Collection. (t) Jeff Greenberg/PhotoEdit. 207 Pete Ryan/National Geographic Image Collection. 208 (l) Norbert Wu/Minden Pictures/National Geographic Image Collection. (r) Michael and Patricia Fogden/Minden Pictures/National Geographic Image Collection. 211 (l) Joseph H. Bailey/National Geographic Image Collection. (r) Alaska Stock Images/National Geographic Image Collection. 212 (b) John Foxx Images/Imagestate. (t) VisionsofAmerica/Joe Sohm/Getty Images. 214-215 (bg) Jimmy Chin/Focus Productions, Inc. 215 (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 217 (bl) Tom Bonaventure/Getty Images. (br) Ingram Publishing/Superstock. (c) Jorg Greuel/Getty Images. (t) Corbis/Jupiterimages. 219 (bl) David Lyons/Alamy Images. (br) Jose Luis Pelaez Inc/Getty Images. (tc) Greg Wood/AFP/Getty Images. (tl) Karin Dreyer/Blend Images/Getty Images. (tr) Louie Psihoyos/Science Faction/Corbis. 222-223 Hal_P/Shutterstock. 225 (b) PhotoDisc/Getty Images. (c) Polka Dot Images/Jupiterimages. (t) Bruce Heinemann/PhotoDisc/Getty Images. 226 Allan Tannenbaum//Time Life Pictures/Getty Images. 227 (b) PhotoDisc/Getty Images. (t) ML Sinibaldi/Corbis. 228 (l) Henning Bagger/AFP/Getty Images. (l) O. Louis Mazzatenta/National Geographic Image Collection. 228-229 (bg) Eyewire. 230 Josiah Davidson/Getty Images. 232 Warren Faidley/Corbis. 234 Stocktrek/PhotoDisc/Getty Images. 235 Ramon Berk/Shutterstock. 236 Allan Tannenbaum//Time Life Pictures/Getty Images. (c) Dave Fleetham/Pacific Stock. 237 Josiah Davidson/Getty Images. 238 Brand X Pictures/Jupiterimages. 239 (bg) DigitalStock/Corbis. (inset) Getty Images. 240 (b) Corel. (c, t) Blue Legacy International. 241 (b) Gary Bell/Corbis. (t) James P. Blair/National Geographic Image Collection. 242 (inset) Blue Legacy International. 242-243 (bg) Brand X Pictures/Jupiterimages. 243 (b) Jessica Peterson/Getty Images. (bc) Digital Vision/Alamy Images. (t) John Foxx Images/Imagestate. (tc) Corel. 247 PhotoDisc/Getty Images. 249 (bbc) Erik Isakson/Getty Images. (bl) Tim Thompson/Corbis. (btc) Andrey Yurlov/Shutterstock. (tc) Sam Yeh/AFP/Getty Images. (tl) BananaStock/Jupiterimages. (tr) Al Bello/Getty Images. 254 Mike Kemp/Getty Images. 258 James Gritz/Getty Images. 266 Pat Mora. 267 Morgan Gaynin Inc. 269 James Gritz/Getty Images. 270 (l) John Foxx Images/Imagestate. (l) Radius Images/Corbis. 271 Corbis. 279 (c) MetaTools. (l, r) PhotoDisc/Getty Images. 280 Jimmy Chin/Focus Productions, Inc. 282-283 (bg) Johnny Haglund/Lonely Planet Images/Getty Images. 285 (b) Paul Zahl/National Geographic Image Collection. (bg) Hemera Technologies/AbleStock.com/Jupiterimages. (tl) PhotoDisc/Getty Images. (tr) Tom Hoenig/Getty Images. 287 (bl) Leander Baerenz/Getty Images. (br) Steve Allen/Getty Images. (tc) Andy Crawford/Getty Images. (tl) Bruce Shippee/Shutterstock. (tr) Creatas/Jupiterimages. 301 Arthur Dorros. 305 (bc, bl, br, tl) Mark Thiessen/Hampton-Brown/National Geographic School Publishing.306 (b, c, t) Mark Thiessen/Hampton-Brown/National Geographic School Publishing. 307 (bg, inset) Mark Thiessen/Hampton-Brown/National Geographic School Publishing. 308 (bc, bl, br, tcl, tcr, tl, tr) Mark Thiessen/Hampton-Brown/National Geographic School Publishing. 309 (b) Scimat/Photo Researchers, Inc. (t) FoodCollection/StockFood America. 310 (b) Tom E. Adams/Peter Arnold, Inc. (c, t) Mark Thiessen/Hampton-Brown/National Geographic School Publishing. 310-311 Stephen Sharnoff/National Geographic Image Collection. 317 (bl) Burazin/Getty Images. (br) John Elk III/Getty Images. (tc, tl) Image Source/Getty Images. (tl) Image Source/Getty Images. 318 PureStock/SuperStock. 338 Kristen Elsby/esthet photography/Getty Images. 340 (b) Chris Newbert/Minden Pictures/National Geographic Image Collection. (c) Christy Finlayson, Ph.D.. (cl) Christy Finlayson, Ph.D.. (r) Kevin Schafer/Peter Arnold, Inc. (tl) Todd Finlayson. 341 (l, r) W. Perry Conway/Corbis. 342 Christy Finlayson, Ph.D.. 343 Todd Finlayson/Christy Finlayson, Ph.D.. 346 Mike Powell/Getty Images. 349 Photodisc/Getty Images. 350 (b) Artville. (t) Johnny Haglund/Lonely Planet Images/Getty Images. 351 (l) Brownstock Inc./Alamy Images. (r) American Images Inc/Getty Images. 352-353 (bg) Borut Furlan/WaterFrame - Underwater Images/Photolibrary. 353 (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 355 (bl) Charles Marie Rigobert Bonne /The Bridgeman Art Library/Getty Images. (br) George Doyle/Getty Images. (t) Candela Foto Art/Kreuziger/Getty Images. 357 (b, tc, tr) PhotoDisc/Getty Images. (tl) Comstock/Getty Images. 358 Bill Bachman/Alamy Images. 359 Phil Martin/PhotoEdit. 363 PhotoDisc/Getty Images. 377 - Courtesy of Steve Trussel. 381 (b, t) scol22/iStockphoto. 382 (bl) scol22/iStockphoto. (br) PhotoDisc/Getty Images. (tc) Hugh Threlfall/Alamy Images. (tl) Artville. (tr) Hintau Aliaksei/Shutterstock. 383 (t) scol22/iStockphoto. 387 (b) Ira Block/National Geographic Image Collection. (bg) REUTERS/Marcos Brindicci/Corbis. (t) Roger Morris/National Geographic Image Collection. 389 (bl) David Buffington/Getty Images. (br) Image Source/Getty Images. (tc) Andreanna Seymore/Getty Images. (tl) North Wind Picture Archives/Alamy Images. (tr) Comstock/Getty Images. 392-393 (bg) Planet Art. 394 Brian J. Skerry/National Geographic Image Collection. 395 (l) Brian J. Skerry/National Geographic Image Collection. (r) Bill Curtsinger/National Geographic Image Collection. 397 Lordprice Collection/Alamy Images. 402 Matthew Prefontaine. 404 Brian J. Skerry/National Geographic Image Collection. 405 (bl, br, tl, tr) Kenneth Garrett. 406 (l) Kenneth Garrett. (r) Brian J. Skerry/National Geographic Image Collection. 407 (l, r) Kenneth Garrett. 408 Brian J. Skerry/National Geographic Image Collection. 411 (b) The Granger Collection, New York. (bg, t) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 412 (b) The Granger Collection, New York. (t) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 412-413 (bg) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 413 (b) Dolph Briscoe Center for American History, The University of Texas at Austin. (t) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 414 (b) - Charles Shaw/Texas Historical Commission. (t) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 414-415 (bg) Gudin, Jean Antoine Theodore (1802-80)/The London Art Archive/Alamy Images. 415 (b, t) Texas Historical Commission. 418 David Lyons/Alamy Images. 421 Kenneth Garrett. 422 Borut Furlan/WaterFrame - Underwater Images/Photolibrary. 423 (b) Matthew J Richards/iStockphoto. (t) Michael Newman/PhotoEdit. 424-425 (bg) NASA Marshall Space Flight Center (NASA-MSFC)/NASA Image Exchange. 425 (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 427 (bl) Jupiterimages/Getty Images. (br) John W. McDonough/Sports Illustrated/Getty Images. (tl) Jonathan Ferrey/Getty Images. (tr) arenacreative/Shutterstock. Page 428 (frame) - CSA Images. (l) PhotoDisc/Getty Images. (r) Digital Vision/Getty Images. 429 (br) iStockphoto. (tc) Comstock/Getty Images. (tl) Daniel Cox/Getty Images. (tl) boris64/iStockphoto. (tr) Creatas/Jupiterimages. 432-433 (bg) Andy Rouse/Getty Images. 436 Sherwin McGehee/iStockphoto. 437 NASA - GRIN (Great Images in NASA). 438 Tony Hallas/Science Faction/Corbis. 442 Adrian Baras/Shutterstock. 443 Mira/Alamy Images. 446 Dana Bartekoske/iStockphoto. 447 (b) Aleksandar Vozarevic/Shutterstock. (bg) Digital Vision/Getty Images. (t) Courtesy of NASA/NASA Image Exchange. 448 (inset) PhotoDisc/Getty Images. 448-449 (bg) PhotoDisc/Getty Images. 450-451 (bg) PhotoDisc/Getty Images. 451 (inset) - Photo by Bjoern Bertheau, Courtesy of Synthesis Int'l. 455 (bl) Howard Shooter/Getty Images. (br) Tim Pannell/Corbis. (tl) eddie toro/iStockphoto. (tr) morganl/iStockphoto. 457 (bl) Image Source. (br) Jonatan Fernstrom/Getty Images. (tc) Alex Slobodkin/iStockphoto. (tl) PhotoDisc/Getty Images. (tr) greenland/Shutterstock. 458 (r) - Photo by Bjoern Bertheau, Courtesy of Synthesis Int'l. 458 (l) NASA Human Space Flight Gallery. Synthesis Int'l. 459 Thinkstock/Getty Images. 467 NASA Kennedy Space Center (NASA-KSC)/NASA Image Exchange. 472 DonSmith/Alamy Images. 475 Thomas Kristich. 478 PhotoDisc/Getty Images. 479

Page 657

Aleksandar Vozarevic/Shutterstock. (blc) Thomas Northcut/Photodisc/Getty Images. (br) Ingram Publishing/Superstock. (brc) Sam Armstrong/Getty Images. 490-491 (bg) O. Louis Mazzatenta/National Geographic Image Collection. 491 (inset) Liz Garza Williams/Hampton-Brown/National Geographic School Publishing. 493 (bl) Michelle D. Bridwell/PhotoEdit. (br) Still Picture Branch, National Archives and Records Administration, 111-B-3656. (tl) Steve Skjold/Alamy. (tr) Brian Gomsak/Transparencies, Inc. 495 (bl, br,) Image Source/Corbis. (tc) Image Source Pink/Alamy Images. (tl) Niigata Nippo via Kyodo News/AP Images. (tr) Ted Foxx/Alamy Images. 500 Philip Scalia/Alamy Images. 504 Tom Clements/Corbis. 513 Tracey Fern. 517 Larry Gerbrandt/Getty Images. 518 (br, tl) Marilyn Angel Wynn/Nativestock Pictures. (l) Henry Francois Farny/Getty Images. 518-519 (bg) Photodisc/PunchStock. 519 (b) Peter Newark American Pictures/Bridgeman Art Library. (t) The Granger Collection, New York. 520 (br, l) The Granger Collection, New York. (tr) Union Pacific Railroad poster advertising the first transcontinental railroad across the USA, 1869 (colour litho), American School, (19th century) / Private Collection / Peter Newark American Pictures/Bridgeman Art Library. 520-521 (bg) The Granger Collection, New York. 521 (b) Johnston, Frances Benjamin/Smithsonian Institution Archives. (t) Smithsonian Institution Archives. 522 (inset) Photo Lot 90-1, number 296, Smithsonian Institution National Anthropological Archives. 522-523 (bg) Gordon Wiltsie/National Geographic Image Collection. 527 (l) Chris Caldicott/Axiom Photographic Agency/Getty Images. (r) Otis Imboden/National Geographic Image Collection. 528 (inset) Caryl Hubert. Frame CSA Images/Veer. 529 (bl) PhotoDisc/Getty Images. (br) Polka Dot Images/Jupiterimages. (tc) Wikipedia the Free Encyclopedia. (tl) J.R. Bale/Alamy Images. (tr) DigitalStock/Corbis. 531 (l) Panoramic Images/National Geographic Image Collection. (r) graficart.net/Alamy Images. 532-533 (bg) Coaster/Alamy Images. (bl) Thierry Ollivier/Musee Guimet/Getty Images. 533 (br, cr) Thierry Ollivier/Musee Guimet/Getty Images. (tl) Leonid Bogdanov/SuperStock. (tr) Richard Barnes/National Geographic Image Collection. 534 Rebecca Hale/National Geographic Society. 535 Thierry Ollivier/Musee Guimet/Getty Images. 536 (b) Amir Zia/AP Images. (t) PhotoDisc/Getty Images. 537 (l) Thierry Ollivier/Musee Guimet/Getty Images. (r) Richard Barnes/National Geographic Image Collection. 539 (r) Thierry Ollivier/Musee Guimet/Getty Images. 540 (b, t) Leonid Bogdanov/SuperStock. (c) Thierry Ollivier/Musee Guimet/Getty Images. 541 Marco Di Lauro/AP Images. 542 Hasan Sarbakhshian/AP Images. 543 (br) Sayed Salahuddin/Reuters/Corbis. (l) Getty Images. (tr) Ian Griffiths/Robert Harding World Imagery/Corbis. 544 (b) Musadeq Sadeq/AP Images. (t) Ahmad Masood/Reuters/Corbis. 545 Kenneth Garrett/National Geographic Image Collection. 546 (bl) Danita Delimont/Alamy Images. (r, tl) Kenneth Garrett /Danita Delimont/Alamy Images. 547 (l) Thierry Ollivier/Muse Guimet/Getty Images. (r) Musadeq Sadeq/AP Images. 548 Richard Barnes/National Geographic Image Collection. 550 (l) PhotoDisc/Getty Images. (r) Chris Hutchison/iStockphoto. 558 Leonid Bogdanov/SuperStock. 560 PaulPaladin/Shutterstock. 563 Yuri Arcurs/Shutterstock. 564 O. Louis Mazzatenta/National Geographic Image Collection. 565 Tony Freeman/PhotoEdit. 570 Warren Morgan/Corbis. 571 Jupiterimages/Comstock Images/Getty Images. 572 Yuri Arcurs/Shutterstock. 578 Andersen Ross/Blend Images/Getty Images. 581 David Young-Wolff/PhotoEdit. 582 Anthony Bannister/Gallo Images/Getty Images. 583 Andrew Tichovolsky/Shutterstock. 584 Andrew Tichovolsky/Shutterstock. 587 (b) Pete Oxford/Minden Pictures/National Geographic Image Collection. (t) Andrew Tichovolsky/Shutterstock. 588 Semisatch/Shutterstock. 590 (l, r) icyimage/Shutterstock. 591 (l) Monkey Business Images/Shutterstock. (r) Russell Glenister/image100/Corbis. 592 (b) Graça Victoria/Shutterstock. (t) Stuart Miles/Shutterstock. 593 jocicalek/Shutterstock. 596 (b) LianeM/Shutterstock. (cb) Comstock/Jupiterimages. (cc, cl, cr) FoodCollection/StockFood America. (ctl, ctr, tl, tr) Stockbyte/Getty Images. 599 Image Source/Photolibrary. 600 (b) Comstock Images/Getty Images. (tc, tl) Jani Bryson/iStockphoto. (tr) Nathan Blaney/Photodisc/Getty Images. 601 Digital Vision/Getty Images. 602 PCL/Alamy Images. 603 (tc) Goodshoot/Jupiterimages. (tcr) Stockbyte/Getty Images. (tr) Medioimages/Photodisc/Getty Images. 604 Myrleen Pearson/Alamy Images. 606 David Young-Wolff/PhotoEdit. 607 Simone van den Berg/Shutterstock. 608 Dave King/Dorling Kindersley/Getty Images. 609 sonya etchison/Shutterstock. 610 Jim West/Alamy Images. 613 Judy Kennamer/iStockphoto. 616 PhotoDisc/Getty Images. 617 (bc) North Wind Picture Archives/Alamy Images. (bl) David Madison/Getty Images. (br) Kirk Treakle/Alamy Images. (tc) Michele Burgess/Corbis. (tl) Erik Isakson/RubberBall/Alamy Images. (tr) Jupiterimages/Thinkstock/Alamy. 618 (bc) Daniel Cox/Getty Images. (bl) Blend Images/Alamy. (br) Diamond Sky Images/Getty Images. (cc) Karin Dreyer/Blend Images/Getty Images. (cl) Kenneth V. Pilon/Shutterstock. (tc) Ingo Jezierski/PhotoDisc/Getty Images. (tl) O. Louis Mazzatenta/National Geographic Image Collection. (tr) Image Source/Getty Images. 619 (bc) PhotoDisc/Getty Images. (bl) Kylee and Maegan Peters. (bl) PhotoDisc/Getty Images. (br) Comstock/Getty Images. (cl) BananaStock/Jupiterimages. (cr) John Foxx Images/Imagestate. (tc) Michael Nichols/National Geographic Image Collection. (tl) Jupiterimages/Creatas/Alamy. (tr) Hill Street Studios/Brand X Pictures/Getty Images. 620 (bc) Olga Bogatyrenko/Shutterstock. (bl) North Wind Picture Archives/Alamy Images. (br) Image Source/Getty Images. (cl) Robert Gilka/National Geographic Image Collection. (tc) North Wind Picture Archives. (tl) The Granger Collection, New York. (tr) Photodisc/Getty Images. 621 (bc) Andy Crawford/Getty Images. (bl) Bruce Shippee/Shutterstock. (br) J.R. Bale/Alamy Images. (cc) A. Huber/U. Starke/Corbis. (cl) Alex Slobodkin/iStockphoto. (cr) Cartesia/Photodisc/Getty Images. (tc) Brownstock Inc./Alamy Images. (tl) Greg Wood/AFP/Getty Images. (tr) PhotoDisc/Getty Images. 622 (bc) PhotoDisc/Getty Images. (bl) John Foxx Images/Imagestate. (br) Melissa Dockstader/Shutterstock. (cr) David Sacks/Getty Images. (tc) Doug Menuez/Getty Images. (tl) Marilyn Angel Wynn/Nativestock Pictures. (tr) Louie Psihoyos/Science Faction/Corbis. 623 (bc) PhotoDisc/Getty Images. (bl) Comstock/Getty Images. (br) Bill Brooks/Alamy Images. (cc) Otis Imboden/National Geographic Image Collection. (cl) PhotoDisc/Getty Images. (cr) Creatas/Jupiterimages. (tc) Tetra Images/Getty Images. (tl) J. Sneesby/B. Wilkins/Getty Images. (tr) C.C Perkins/Getty Images. 624 (bc) Jupiterimages. (bl) Andreanna Seymore/Getty Images. (br) Sam Yeh/AFP/Getty Images. (cc) PhotoDisc/Getty Images. (cl) Mauricio Simonetti/Getty Images. (cr) David Lyons/Alamy Images. (tc) Nicole Hill/Jupiterimages. (tl) morganl/iStockphoto. (tr) Jupiterimages/Thinkstock/Getty Images. 625 (bc) iStockphoto. (bl) AVAVA/Shutterstock. (br) Henry Westheim Photography/Alamy Images. (cl) PhotoDisc/Getty Images. (tc) Rusty Dodson/Shutterstock. (tl) The Granger Collection, New York. (tr) Jennifer Thermes/Getty Images. 626 (bc) David Young-Wolff/Getty Images. (bl) Alfredo Estrella/AFP/Getty Images. (br) Al Bello/Getty Images. (cl) PhotoDisc/Getty Images. (cr) Jeff Foott/Nature Picture Library. (tc) Flashon Studio/Shutterstock. (tl) age fotostock/SuperStock. (tr) mypokcik/Shutterstock. 627 (bc) Jagdish Agarwal/Corbis. (bl) PhotoDisc/Getty Images. (br) Andrea Chu/Getty Images. (cc) Leander Baerenz/Getty Images. (cl) PhotoDisc/Getty Images. (tc) Jason Edwards/National Geographic Image Collection. (tl) PhotoDisc/Getty Images. (tr) PhotoDisc/Getty Images. 628 (bc) PhotoDisc/Getty Images. (bl) T.J. Rich/Nature Picture Library. (br) LWA/Getty Images. (cc) greenland/Shutterstock. (tl) Photri Images, LLC. (tr) Will Hart/PhotoEdit. 629 (bc) Visions of America, LLC/Alamy Images. (bl) Sergej Razvodovskij/Shutterstock. (br) Tim Thompson/Corbis. (cc) PhotoDisc/Getty Images. (cl) Michael Ventura/Alamy Images. (cr) Niigata Nippo via Kyodo News/AP Images. (tc) Image Source/Getty Images. (tl) Hugh Threlfall/Alamy Images. (tr) Burazin/Getty Images. 630 (bc) John Foxx Images/Imagestate. (bl) Image Source Pink/Alamy Images. (br) George Doyle/Stockbyte/Getty Images. (cc) John Elk III/Getty Images. (cl) kolvenbach/Alamy Images. (cr) MetaTools. (crb) PhotoDisc/Getty Images. (tc) altrendo images/Getty Images. (tl) Martin Hospach/Getty Images. (tr) Ralph Lee Hopkins/National Geographic/Getty Images. 631 (bc) Dennis MacDonald/Alamy Images. (bl) Wikipedia the Free Encyclopedia. (br) Jim Parkin/Shutterstock. (cc) John Foxx Images/Imagestate. (cl) Image Farm Inc./Alamy Images. (cr) Kuttig - RF - Kids/Alamy Images. (tc) BSIP/Photo Researchers, Inc. (tl) Rich Legg/iStockphoto. (tr) Lefty Shivambu/Gallo Images/Getty Images. 632 (bc) Katherine Feng/Minden Pictures/National Geographic Image Collection. (bl) Michael Coyne/National Geographic Image Collection. (br) Comstock/Getty Images. (cc) angelo gilardelli/Shutterstock. (cl) Jason Edwards/National Geographic Image Collection. (tc) Atlantide Phototravel/Corbis. (tl) NASA/JPL/Space Science Institute. (tr) Corel. 633 (bc) Andersen Ross/Photodisc/Getty Images. (bl) DigitalStock/Corbis. (br) Lynn Abercrombie/National Geographic Image Collection. (cl) Jean F. Stoick/Peter Arnold, Inc. (cr) Creatas/Jupiterimages. (tc) PhotoDisc/Getty Images. (tl) The Granger Collection, New York. (tr) Scott S. Warren/National Geographic Image Collection. 634 (bc) Image Source. (bl) Jupiterimages/Getty Images. (br) Ted Foxx/Alamy Images. (clb) Erik Isakson/Getty Images. (clt) Andrey Yurlov/Shutterstock. (cr) Richard Lewisohn/Getty Images. (tc) Hans Laubel/iStockphoto. (tl) PhotoDisc/Getty Images. (tr) Jose Luis Pelaez Inc/Getty Images. 635 (bc) matt/Shutterstock. (bl) Corbis Super RF/Alamy Images. (br) boris64/iStockphoto. (cc) Jim Craigmyle/First Light/Alamy Images. (tc) Adam Taylor/Getty Images. (tl) Polka Dot Images/Jupiterimages. (tr) David Buffington/Getty Images. 636 (bc) Flying Colours Ltd/Digital Vision/Getty Images. (bl) Image Source/Corbis. (br) dayhot image/Leif Davidsson/Alamy Images. (cr) Digital Vision/Getty Images. (tc) O. Louis Mazzatenta/National Geographic Image Collection. (tl) Goodshoot/Jupiterimages. (tr) iStockphoto. 637 (bc) DigitalStock/Corbis. (bl) Dick Luria/Getty Images. (br) Jonatan Fernstrom/Getty Images. (cc) Albert Moldvay/National Geographic Image Collection. (cl) Steve Allen/Getty Images. (cr) Gordon Wiltsie/National Geographic Image Collection. (tc) Plush Studios/Getty Images. (tl) Mary Terriberry/Shutterstock. (tr) sodapix sodapix/F1Online RF/Photolibrary. 638 (bc) PhotoDisc/Getty Images. (bl) Image Source/Getty Images. (br) JackJelly/iStockphoto. (cc) Mitsuaki Iwago/Minden Pictures/National Geographic Image Collection. (cl) Photodisc/Getty Images. (tc) Keren Su/China Span. (tl) DigitalStock/Corbis. (tr) Image Source Pink/Alamy Images. 639 (bc) MetaTools. (bl) Brand X Pictures/Getty Images. (tc) steve estvanik/Shutterstock. (tl) Image Source/Corbis.

Illustrator Credits

Cover Joel Sotelo, Visual Asylum. iv Eugenia Nobati. viii Dan Burr. ix Tim Foley. 3 George

Page 658

Hamblin. 4, 6, 8 Daniel Miyares. 36, 38, 40 Nilesh Mistry. 42 (globe) Mapping Specialists. 42–58 Eugenia Nobati. 61–63 Shannon Brady. 71 Jen Coppens. 73 Ashley Koenig. 74, 76, 78 James Yamasaki. 99–103 ("Mouse Deer and Farmer") Meilo So. 106, 108, 110 Jamey Christoph. 132 (map and globe) Mapping Specialists. 142 (tr) Ashley Koenig. 145 George Hamblin. 146, 148, 150 Maurie Manning. 147 Mapping Specialists. 152 (globe) Mapping Specialists. 169–171 Joel Nakamura. 174–175, 178 Gary Hovland. 180, 183, 185, 187, 188, 193 Patrick Gnan. 182, 184, 188, 190, 192, 194 (globes) Mapping Specialists. 213 (tl) George Hamblin, (bl) Jeff Hopkins. 216 , 218, 220 Matt LeBarre. 224, 231, 233 Rob Kemp. 225, 229 Mapping Specialists. 242 Cartesia. 246, 248, 250 Asaf Hanuka. 276 Steve Bjorkman. 281 (tl) George Hamblin. 284, 286, 288 Alessia Girasole. 314–316 Koren Shadmi. 320–335 Dan Burr. 332 Mapping Specialists. 336 Dan Burr. 339 Mapping Specialists. 351 George Hamblin. 353 Jen Coppens. 354, 356 Nathan Hale. 360–377 Tim Foley. 378 Tim Foley. 381–383 Peter Hoey. 386, 388, 390 Erica Villnave. 423 (tl) George Hamblin. 425 George Hamblin. 426, 430 Doug Jones. 432, 434–436, 438–442 Doug Ross. 449–451 Leanne Kroll. 454, 456 Gary LaCoste. 489 (tl) George Hamblin. 492, 494 Shelly Hehenberger. 497 Alex von Dallwitz. 498–513, 515 Greg Shed. 516 Steve Bjorkman. 522–523 Cartesia. 526, 530 Taia Morley. 527, 532, 534, 538–540 Mapping Specialists. 565 (tr) George Hamblin.

Page 659

Mark-Up Models

Illustrations: 3.1 S1-3 Tim Foley; **3.2 S1-2** Mapping Specialists

Cross Curricular Teamwork

5 Artville. 11 Alan D. Carey/PhotoDisc/Getty Images. 31 Stephen Aaron Rees/Shutterstock. 33 lemonlight features/Alamy. 38 (tc) Linda & Colin McKie/iStockphoto, (tr) C Squared Studios/ Photo-Disc/Getty Images, (mc, mr) PhotoDisc/Getty Images. 48 Werner Pfunder/Photolibrary.

Language Builder Picture Cards

E1-E2 Marilyn Angel Wynn/Nativestock Pictures. E3 Hemis. fr/SuperStock/SuperStock. E4 Robin Nelson/PhotoEdit. E5 Rolf Richardson/Alamy Images. E6 Nancy Carter/North Wind Picture Archives. E7 Andrew Woodley/Alamy Images. E8 Radius Images/Alamy Images. E9 Gary Conner/PhotoEdit. E10 Olga Rosario Avendano/epa/Corbis. E11 Todd Gipstein/Corbis. E12 Bob Krist/Corbis. E13 V1/Alamy Images. E14 Marsha Goldenberg/ Shut-terstock. E15 Mihai Dancaescu/Shutterstock. E16 Radius Images/Alamy Images. E17 Cindy Haggerty/Shutterstock. E18 Corel. E19 David G. Miller/Getty Images. E20 Master le. E21 Susan E. Degginger/Alamy Images. E22 Nick Koudis/Digital Vision/Getty Images. E23 Steven Senne/AP Images. E24 moodboard/Alamy Images. E25 Jim Parkin/iStockphoto. E26 David H. Wells/Corbis. E27 Alexander Chaikin/Shutterstock. E28 Richard T. Nowitz/Cor-bis. E29 Arthur Tilley/Jupiterimages. E30 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E31 David S. Boyer and Arlan R. Wiker/National Geographic Image Collection. E32 Sue Flood/Getty Images. E33 Jason Gilmore/National Geographic Image Col-lection. E34 Richard Coomber/Taxi/Getty Images. E35 Kiyomasa Miyashita/Yamanashi Fujicolor/Dex Image/ Getty Images. E36 Stephen Alvarez/National Geographic Image Collection. E37 Bill Brooks/Alamy Images. E38 Frank and Helen Schreider/National Geographic Image Collection. E39 W. Robert Moore/National Geographic Image Collection. E40 Glen Allison/ Photodisc/Getty Images. E41 Belinda Pretorius/Shutterstock. E42 Luc Novovitch/Alamy Images. E43 James P. Blair/National Geographic Image Collection. E44 Norbert Michalke/imagebroker/Alamy Images. E45 Nobor/Shutterstock. E46 Brittany Courville/Shutterstock. E47 Corbis Premium RF/Alamy Images. E48 Mike Theiss/National Geographic Image Collection. E49 Master le. E50 Karl Weather-ly/Getty Images. E51 Matt Carr/ Getty Images. E52 Jim Cummins/Taxi/Getty Images. E53-E54 Dennis Kunkel Microscopy, Inc./Phototake/Alamy Images. E55 Steve Gschmeissner/Science Photo Library/Alamy Images. E56 Louise Gubb/Corbis Saba/Corbis. E57 Igor Dutina/Shutterstock. E58 Bettmann/Corbis. E59 Daniel Dil-lon/Alamy Images. E60 Schieren - StockFood Munich/StockFood America. E61 Foodcollection/Alamy Images. E62 Tim Pannell/Corbis Premium RF/ Alamy Images. E63 Gianni Tortoli/National Geographic Image Collection. E64 Dr. Morley Read/Shutterstock. E65 blickwinkel/ Alamy Images. E66 George F. Mobley/National Geographic Image Collection. E67 Charles E. Rotkin/Corbis. E68 Paul Springett 08/Alamy Images. E69 BMCL/Shutterstock. E70 The Granger Collection, New York. E71 Artef cient/Shutter-stock. E72 IIC/ Axiom/Getty Images. E73 Bill Curtsinger/National Geographic Image Collection. E74 DK Limited/Corbis. E75-E78 Victor R. Boswell, Jr./National Geographic Image Collection. E79 Michael Newman/PhotoEdit. E80 Jose Carillo/PhotoEdit. E81 max blain/ Shutterstock. E82 Louis Fox/Getty Images. E83 Gordon Scammell/Alamy Images. E84 Dave Nagel/Getty Images. E85 Bob Daemmrich/PhotoEdit. E86 James A. Sugar/National Geographic Image Collection. E87 Stockbyte/Getty Images. E88 NASA - Image of the Day Gallery. E89 Richard T. Nowitz/Corbis. E90 Stockbyte/Getty Images. E91 NASA Image Exchange. E92 C. C. Lockwood 2004. E93 Maria Stenzel/National Geographic Image Collection. E94 The Granger Collection, New York. E95 Kenneth Garrett/National Geographic Image Collection. E96 O. Louis Mazzatenta/National Geographic Image Collection. E97 Cindy Miller Hopkins/Danita Delimont/Alamy Images. E98 Sarah Leen/ National Geographic Image Collection. E99 Bob Daem-mrich/ PhotoEdit. E100 Natalie Fobes/Corbis. E101 Patrick Ward/ Corbis. E102 PhotoDisc/Getty Images. E103 Jocelyn Augustino/ FEMA. E104 Stretch Photography/Blend Images/Corbis.

Language and Literacy Teamwork

30 Accent/Shutterstock.