


Unit  
**6**

Teacher's Edition

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



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 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

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**Cover Design and Art Direction:** Visual Asylum

**Cover Illustration:** Joel Sotelo

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Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96656

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## Treasure Hunters

### ? BIG QUESTION

Why do we seek treasure?



### READING SKILLS

Characters Summarize	<p><b>Week 1</b> ..... T351g</p> <p><b>Treasure Island</b> ..... <span style="color: red;">Play</span> T361                  based on the novel by Robert Louis Stevenson; adapted by Mark Falstein  <span style="color: blue;">Comprehension Coach</span></p> <p><b>Writing Project: Adventure Story</b> ..... T379a  <span style="color: blue;">Magazine Maker</span></p>
Reading for Details Oral and Print Information Summarize	<p><b>Week 2</b> ..... T379g</p> <p><b>Make a Treasure Map</b> ..... <span style="color: red;">Instructions</span> T381                  adapted from the New England Pirate Museum Web site</p> <p><b>Today Is the Day!</b> ..... <span style="color: red;">Play</span> T385b                  by Margaret Schultz  <span style="color: blue;">Interactive Whiteboard</span></p> <p><b>Writing Project: Explanatory Essay</b> ..... T385i  <span style="color: blue;">Magazine Maker</span></p>
Sequence Determine Importance Identify Main Idea and Details	<p><b>Week 3</b> ..... T385o</p> <p><b>Real Pirates: Untold Story of the <i>Whydah</i></b> ..... <span style="color: red;">History Article</span> T393                  adapted from a book by Barry Clifford  <span style="color: blue;">Comprehension Coach</span></p> <p><span style="border: 1px solid black; padding: 2px;">NATIONAL GEOGRAPHIC EXCLUSIVE</span></p> <p><b>Research Project: Treasure Hunters</b> ..... T409a</p>
Explain Information Explain Features Identify Main Idea and Details	<p><b>Week 4</b> ..... T409e</p> <p><b>La Belle Shipwreck</b> ..... <span style="color: red;">Online Article</span> T411                  adapted from the Texas Beyond History Web site</p> <p><b>The Mary Rose</b> ..... <span style="color: red;">Online Article</span> T417b  <span style="color: blue;">Interactive Whiteboard</span></p> <p><b>Writing Project: Historical Fiction</b> ..... T418</p>

### RESOURCES

Practice Masters PM6.1–PM6.43  
Small Group Reading SG1–SG68

Assessment Masters A6.1–A6.49  
Reteaching Masters RT6.1–RT6.14

# Classroom Management

## Whole Group Time

### TEACHER

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

### STUDENT

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

## Small Group Reading Time

### TEACHER

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

### STUDENT

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

## Learning Station Time

### TEACHER

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

### STUDENT

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

# Treasure Hunters



**?**  
**BIG**  
Question

Why do we seek treasure?

## Exploration

Week 1 Destinations	Week 2 Destinations	Week 3 Types of Explorers	Week 4 European Explorers
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## LEARNING STATION TIME



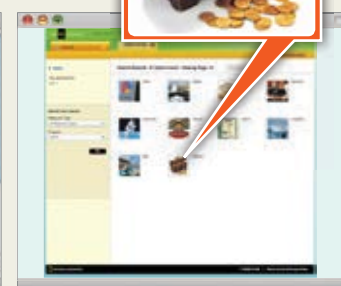
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### Student Technology

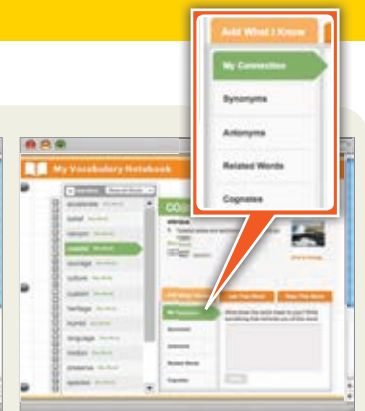
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



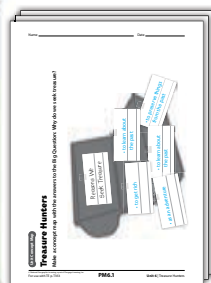
Digital Library



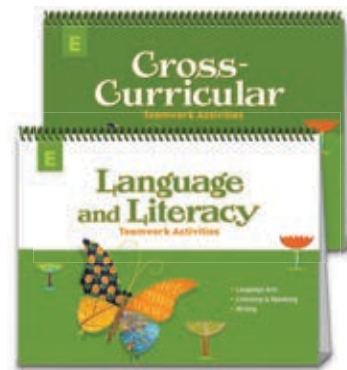
My Vocabulary Notebook



Practice Book  
PM6.1-PM6.42



Practice Masters  
PM6.1-PM6.42



Teamwork Activities

### ESL Kit



Reach into Phonics Kit

## PLANNING RESOURCES



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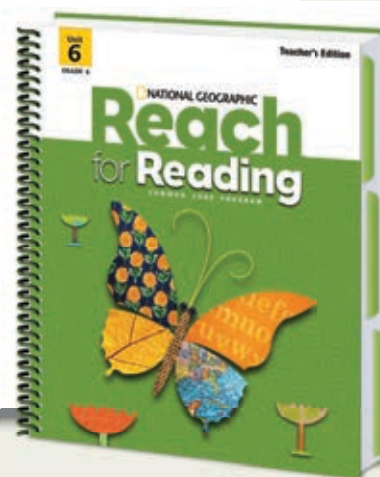
### Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 6.1-6.xx
- Family Newsletter 6 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



### Teacher's Edition

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

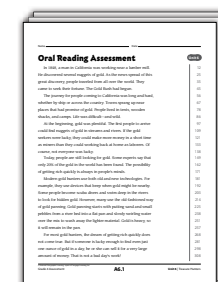
## ASSESSMENT & RETEACHING



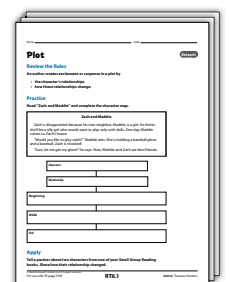
eAssessment™



ExamView®



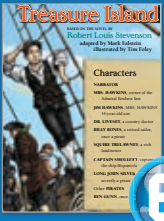
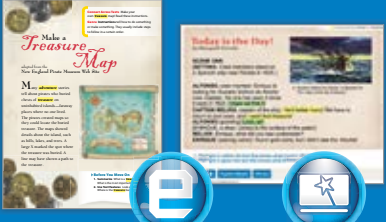


Assessment Masters  
A6.1-A6.49



Reteaching Masters  
RT6.1-RT6.15

# Unit 6 Skills at a Glance

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

Introduce Unit 6	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
<b>Week 1</b>  eEdition	Expression Intentions Discuss Characters' Treasures	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: r-controlled Syllables and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Possessive and Indefinite Adjectives, Subject Pronouns</li> <li>✓ Social Studies Vocabulary  <b>adventure compass costal navigation relationship port treasure</b></li> <li>✓ Academic Vocabulary  <b>chart determine discovery exploration interpret legend</b></li> </ul>	<b>Read and Comprehend a Play</b> <ul style="list-style-type: none"> <li>✓ Determine Characters</li> <li>✓ Determine Importance</li> <li>✓ Fluency: Practice Expression</li> </ul>	
<b>Week 2</b>  eEdition Interactive Whiteboard	Discuss Themes Relate Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with y: happy, yellow, key, and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Pronoun Agreement (subject, object, reflexive)</li> <li>✓ Prefixes</li> </ul>	<b>Read and Comprehend Instructions</b> <ul style="list-style-type: none"> <li>✓ Read for Details</li> <li>✓ Determine Importance</li> <li>✓ Compare Drama and Prose</li> <li>✓ Compare Oral and Print Texts</li> <li>✓ Compare Themes</li> <li>✓ Fluency: Practice Intonation</li> </ul>	
<b>Week 3</b>  eEdition	Relate an Idea Retell an Experience	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with oi, oy, ou, ow and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Demonstrative Adjective and Pronouns</li> <li>✓ Social Studies Vocabulary  <b>archaeologist artifact currency galleon merchant</b></li> <li>✓ Academic Vocabulary  <b>colony examine preserve route trade</b></li> </ul>	<b>Read and Comprehend a History Article</b> <ul style="list-style-type: none"> <li>✓ Identify Sequence</li> <li>✓ Determine Importance</li> <li>✓ Fluency: Practice Phrasing</li> </ul>	
<b>Week 4</b>  eEdition Interactive Whiteboard	Discuss Features Relate Readings to the Big Question	<ul style="list-style-type: none"> <li>✓ Daily Spelling and Word Work: Words with oo, ew: au, aw, al, all and Commonly Misspelled Words</li> <li>✓ Daily Grammar: Indefinite and Possessive Pronouns (mine, yours, his, hers, its, ours, theirs)</li> <li>✓ Suffixes</li> </ul>	<b>Read and Comprehend a Web Article</b> <ul style="list-style-type: none"> <li>✓ Explain Information</li> <li>✓ Determine Importance</li> <li>✓ Compare Media Text Features</li> </ul> Explain Features Compare Features <ul style="list-style-type: none"> <li>✓ Fluency: Practice Intonation</li> </ul>	
<b>Unit 6 Wrap-Up</b>	ANSWER THE BIG QUESTION		UNIT PROJECTS	

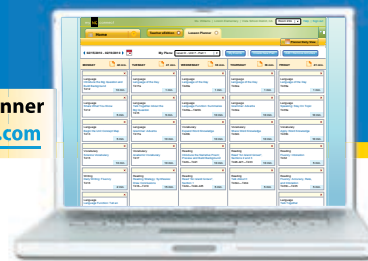


**BIG Question** Why do we seek treasure?

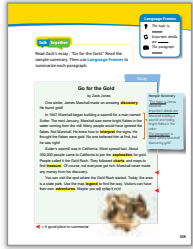
Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Characters Write About Importance Write a Scene Writer's Craft Write About It</p> <p><b>Daily Writing Skills:</b> Combine Sentences Writing Project: Write an Adventure Story</p>	<p> <i>Return to Titanic</i></p> <p> <i>20,000 Leagues Under the Sea (Part 1)</i></p> <p> <i>Encounter</i></p> <p> <i>The Stowaway: A Tale of California Pirates (Part 1)</i></p> <p> <i>The Black Pearl (Part 1)</i></p>	<p><b>Speaking and Listening</b> Find Hidden Treasure; Perform the Play</p> <p><b>Language and Vocabulary</b> Vocabulary Games; My Vocabulary Notebook</p> <p><b>Writing</b> Treasure Poem; Storyboards</p> <p><b>Cross-Curricular</b> Pirate's Life; Life in England Around 1740</p> <p><b>Reading and Intervention</b> Comprehension Coach; Author Study: Robert Louis Stevenson; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Determine Characters</li> <li><input checked="" type="checkbox"/> Determine Importance</li> <li><input checked="" type="checkbox"/> Fluency: Practice Expression</li> <li><input checked="" type="checkbox"/> Social Studies and Academic Vocabulary</li> <li><input checked="" type="checkbox"/> Spelling: Syllable Types: r-controlled, and Commonly Misspelled Words</li> <li><input checked="" type="checkbox"/> Grammar: Possessive Adjectives; Indefinite Adjectives and Subject Pronouns</li> <li><input checked="" type="checkbox"/> Writing: Combine Sentences</li> <li><input checked="" type="checkbox"/> Writing Trait: Sentence Fluency</li> </ul>
<p>Power Writing Write Instructions Write a Response Write to Reinforce Grammar Write About Themes</p> <p><b>Daily Writing Skills:</b> Use Technology Writing Project: Write an Explanatory Essay</p>	<p> <i>King Tut</i></p> <p> <i>20,000 Leagues Under the Sea (Part 2)</i></p> <p> <i>Searching for Sunken Treasure</i></p> <p> <i>The Stowaway: A Tale of California Pirates (Part 2)</i></p> <p> <i>The Black Pearl (Part 2)</i></p>	<p><b>Speaking and Listening</b> Modern Treasure Finds; Describe an Island</p> <p><b>Language and Vocabulary</b> Vocabulary Games; Vocabulary Notebook</p> <p><b>Writing</b> Write Directions; Describe a Treasure</p> <p><b>Cross-Curricular</b> Go Prospecting!; Explorer's Map</p> <p><b>Reading and Intervention</b> Read Other Treasure Stories; Interpret Map Features; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Read for Details</li> <li><input checked="" type="checkbox"/> Determine Importance</li> <li><input checked="" type="checkbox"/> Fluency: Practice Intonation</li> <li><input checked="" type="checkbox"/> Prefixes</li> <li><input checked="" type="checkbox"/> Spelling: Words with <i>y</i>: <i>happy, yellow, key</i>, and Commonly Misspelled Words</li> <li><input checked="" type="checkbox"/> Grammar: Pronoun Agreement (subject, object, reflexive)</li> <li><input checked="" type="checkbox"/> Writing: Use Technology</li> <li><input checked="" type="checkbox"/> Writing Trait: Ideas</li> </ul>
<p>Power Writing Write with Sequence Write About Determining Importance Write About Events Write About Illustrations Write About It</p> <p><b>Daily Writing Skills:</b> Plagiarism vs. Paraphrasing Research Project: Plagiarism vs. Paraphrasing</p>	<p> <i>Pirate Tales</i></p> <p> <i>Treasure Hunting: Looking for Lost Riches</i></p> <p> <i>Pirates (Reading Railroad)</i></p> <p> <i>Pirates! Raiders Of The High Seas</i></p> <p> <i>Sir Francis Drake: Slave Trader and Pirate (Part 1)</i></p>	<p><b>Speaking and Listening</b> Paraphrase; Listen to a Story</p> <p><b>Language and Vocabulary</b> Vocabulary Games; Vocabulary Notebook</p> <p><b>Writing</b> Playing at Pirates; Write to Barry Clifford</p> <p><b>Cross-Curricular</b> Look For Sunken Items; Buried Treasure</p> <p><b>Reading and Intervention</b> Comprehension Coach; Read About Other Sunken Treasures; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify Sequence</li> <li><input checked="" type="checkbox"/> Determine Importance</li> <li><input checked="" type="checkbox"/> Fluency: Practice Phrasing</li> <li><input checked="" type="checkbox"/> Social Studies and Academic Vocabulary</li> <li><input checked="" type="checkbox"/> Spelling: Words with <i>oi, oy, ou, ow</i> and Commonly Misspelled Words</li> <li><input checked="" type="checkbox"/> Grammar: Demonstrative Adjective and Pronouns</li> <li><input checked="" type="checkbox"/> Writing: Plagiarism vs. Paraphrasing</li> </ul>
<p>Power Writing Write About Details Write a Response Write to Reinforce Grammar Write About Features Write About Treasure-Hunters</p> <p><b>Daily Writing Skills:</b> Use Your Own Words Writing Project: Write Historical Fiction</p>	<p> <i>Viking Voyages</i></p> <p> <i>Columbus and the Americas</i></p> <p> <i>When Cultures Meet</i></p> <p> <i>Voyages to the Indies 1400-1520</i></p> <p> <i>Sir Francis Drake: Slave Trader and Pirate (Part 2)</i></p>	<p><b>Speaking and Listening</b> Shipwrecks; Be an Archaeologist</p> <p><b>Language and Vocabulary</b> Vocabulary Games; Vocabulary Notebook</p> <p><b>Writing</b> Write About an Artifact; Summarize</p> <p><b>Cross-Curricular</b> Adventure Tale; Solve a Map Puzzle</p> <p><b>Reading and Intervention</b> Read More About Rene-Robert Cavalier; Read About Female Explorers; Phonics Games; Phonics Kit; ESL Kit</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Explain Information</li> <li><input checked="" type="checkbox"/> Determine Importance</li> <li><input checked="" type="checkbox"/> Fluency: Practice Intonation</li> <li><input checked="" type="checkbox"/> Suffixes</li> <li><input checked="" type="checkbox"/> Spelling: Words with <i>oo, ew</i>: <i>au, aw, al, all</i> and Commonly Misspelled Words</li> <li><input checked="" type="checkbox"/> Grammar: Indefinite and Possessive Pronouns</li> <li><input checked="" type="checkbox"/> Writing: Use Your Own Words</li> <li><input checked="" type="checkbox"/> Writing Trait: Voice</li> </ul>



# Week 1 Planner

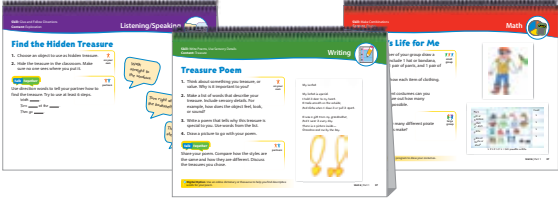
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= TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	
<b>Anthology</b>	<b>Speaking and Listening</b> 5–10 minutes	<b>Social Studies Background</b> CC.4.SL.1.a Introduce the Big Question; Preview Unit Projects T352–T353 <b>Academic Talk</b> CC.4.L.1 Express Intentions T354	<b>Read and Comprehend</b> <b>Academic Talk</b> CC.4.Rlit.1; CC.4.Rlit.3 Discuss Characters' Treasures T356a
	<b>Language and Vocabulary</b> 20 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; <input checked="" type="checkbox"/> r-Controlled Syllables, and CC.4.L.1.g; CC.4.L.2; Commonly Misspelled Words T351k CC.4.L.2.d <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 <input checked="" type="checkbox"/> Possessive Adjectives T351m <b>Social Studies Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; <input checked="" type="checkbox"/> Learn Key Words T354 CC.4.L.1; CC.4.L.6 <b>adventure coastal compass navigation</b> <b>port relationship treasure</b>	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; <input checked="" type="checkbox"/> Practice T351k CC.4.Rfou.3.a; CC.4.L.2 <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 <input checked="" type="checkbox"/> Indefinite Adjectives T351m <b>Academic Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; <input checked="" type="checkbox"/> Learn More Key Words T356a CC.4.L.6 <b>chart determine discovery exploration</b> <b>interpret legend</b>
	<b>Reading</b> 20–40 minutes	<b>Reading</b> Read Aloud: Realistic Fiction T355a <b>Comprehension</b> CC.4.Rlit.3 <input checked="" type="checkbox"/> Describe Characters T355a <b>Fluency</b> CC.4.Rfou.4 <input checked="" type="checkbox"/> Model Expression T355a	<b>Reading</b> Read an Essay; Read and Build Comprehension T358–T359 <b>Comprehension</b> CC.4.Rlit.1; <input checked="" type="checkbox"/> Use Important Details CC.4.Rlit.2 to Summarize T358  <b>Fluency</b> CC.4.Rfou.4 <input checked="" type="checkbox"/> Practice Expression T358
	<b>Writing</b> 15–45 minutes	<b>Power Writing</b> T354 CC.4.W.10 <b>Daily Writing Skills</b> CC.4.L.1; CC.4.L.1.f <input checked="" type="checkbox"/> Combine Sentences T351o <b>Writing</b> CC.4.W.9; CC.4.W.9.a; Write About Characters T356 CC.4.W.10 <b>Writing Project: Write an Adventure Story</b> CC.4.L.1.f; Study a Model T379a CC.4.L.3; CC.4.W.5; CC.4.W.10	<b>Power Writing</b> T356a CC.4.W.10 <b>Daily Writing Skills</b> CC.4.L.1; CC.4.L.1.f <input checked="" type="checkbox"/> Combine Sentences T351o <b>Writing</b> CC.4.W.9.a; Write About Determining Importance CC.4.W.10 T358–T359 <b>Writing Project: Write an Adventure Story</b> CC.4.L.1.f; Prewrite T379b CC.4.L.3; CC.4.W.5; CC.4.W.10

<b>SMALL GROUP READING TIME</b>		<b>Read Social Studies Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Social Studies Vocabulary SG5 <b>Reading</b> CC.4.Rinf.6; Build Comprehension CC.4.Rinf.10 SG4–SG5 Read and Comprehend Informational Texts SG5 Compare Accounts SG4–SG5 	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG6–SG7 <b>Reading</b> CC.4.Rlit.3; Introduce SG6–SG7 CC.4.Rlit.10 Read and Comprehend Literature SG6–SG9 <input checked="" type="checkbox"/> Use Important Details to Summarize SG9 <input checked="" type="checkbox"/> Describe Characters and Events SG8–SG9 

<b>LEARNING STATION TIME</b>		
20 minutes		<b>Speaking and Listening</b> T351i CC.4.Rfou.4.b; CC.4.L.1.e; CC.4.SL.1.b <b>Language and Vocabulary</b> T351i CC.4.L.6 <b>Writing</b> T351i CC.4.W.3; CC.4.W.3.a; CC.4.W.10 <b>Cross-Curricular</b> T351j CC.4.Rinf.7; CC.4.SL.4; CC.4.SL.5; CC.4.W.7 <b>Reading and Intervention</b> T351j, SG68 CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.Rfou.4.c; CC.4.Rlit.10

**Big Question** Why do we seek treasure?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.4.Rfou.4.a  
Preview and Predict T360

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**Daily Spelling and Word Work** CC.4.L.2.d  
✔ Practice T351l

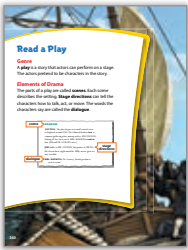
**Daily Grammar** CC.4.L.1; CC.4.L.3  
✔ Subject Pronouns T351n

**Vocabulary Practice** CC.4.L.6  
✔ Expand Word Knowledge T360

---

**Reading** CC.4.Rfou.4.a  
Read a Play T361–T370

**Comprehension** CC.4.Rlit.1; CC.4.Rlit.5  
✔ Describe Characters T366–T370  
✔ Use Important Details to Summarize T364, T368–T370  
Identify Elements of Drama T362–T263



**Fluency** CC.4.Rfou.4; CC.4.Rfou.4.b  
✔ Practice Expression, Accuracy, and Rate T362–T363

---

**Power Writing** T360 CC.4.W.10  
**Daily Writing Skills** CC.4.L.1; CC.4.L.1.f  
✔ Combine Sentences T351p

**Writing** CC.4.W.10  
Write a Scene T371

**Writing Project: Write an Adventure Story** CC.4.L.1.f; CC.4.L.3; CC.4.W.5; CC.4.W.10  
Draft T379b

### Day 4

**Read and Comprehend**

**Academic Talk** CC.4.Rlit.2  
Summarize Reading T372

---

**Daily Spelling and Word Work** CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d  
✔ Practice T351l

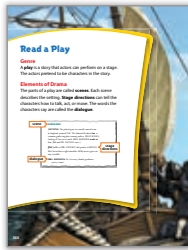
**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✔ Grammar and Writing T351n

**Vocabulary Practice** CC.4.L.6  
✔ Share Word Knowledge T372

---

**Reading** CC.4.Rfou.4.a  
Read a Play T373–T377

**Comprehension** CC.4.Rlit.2; CC.4.Rlit.3; CC.4.Rlit.5; CC.4.Rfou.4.a  
✔ Describe Characters T374–T376, T377a  
✔ Use Important Details to Summarize T373, T376–T377  
Interpret Characters T374–T375



**Fluency** CC.4.Rfou.4; CC.4.Rfou.4.b  
✔ Practice Expression, Accuracy, and Rate T374–T375

---

**Power Writing** T372 CC.4.W.10  
**Daily Writing Skills** CC.4.L.1; CC.4.L.1.f  
✔ Combine Sentences T351p

**Writing** CC.4.W.9.a; CC.4.W.10  
Writer's Craft T377a

**Writing Project: Write an Adventure Story** CC.4.L.1; CC.4.L.1.f; CC.4.L.3; CC.4.W.5; CC.4.W.10  
Revise; Edit and Proofread T379c–T379d

### Day 5

**Review and Apply**

**Academic Talk** CC.4.Rlit.1; CC.4.Rlit.3  
Talk About It T378

---

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✔ Review T351n

**Vocabulary Practice** CC.4.L.6  
✔ Apply Word Knowledge T377b

---

**Reading** CC.4.Rlit.1  
Reread a Play T361–T377

**Comprehension** CC.4.Rlit.1; CC.4.Rlit.3  
✔ Describe Characters T378a

**Fluency** CC.4.Rfou.4.b  
✔ Check Expression, Accuracy, and Rate T379

---

**Power Writing** T377b CC.4.W.10  
**Daily Writing Skills** CC.4.L.1; CC.4.L.1.f  
✔ Combine Sentences T351p


**Writing** CC.4.W.10  
Write About It T378

**Writing Project: Write an Adventure Story** CC.4.L.1; CC.4.L.1.f; CC.4.L.3; CC.4.W.5; CC.4.W.10  
Publish and Present T379d

### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG6–SG7


**Reading** CC.4.Rlit.3; CC.4.Rlit.10  
Read and Comprehend Literature SG6–SG9  
✔ Use Important Details to Summarize SG9  
✔ Describe Characters and Events SG8–SG9



### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG6–SG7

**Reading** CC.4.Rlit.3; CC.4.Rlit.10  
Read and Comprehend Literature SG6–SG9  
✔ Use Important Details to Summarize SG9  
✔ Describe Characters and Events SG8–SG9


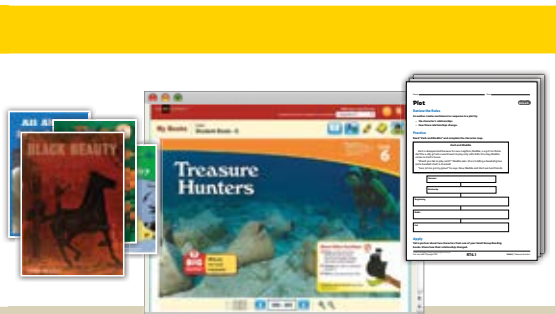


### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG6–SG7

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

**Writing** CC.4.W.10  
Choose a Writing Option SG8–SG9

### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T379e–T379f

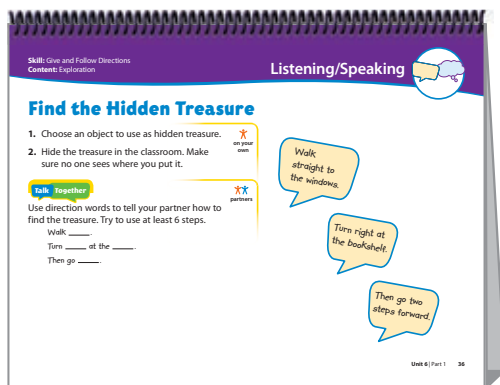
✔ Reading Comprehension Test A6.4–A6.5 CC.4.Rlit.2  
✔ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10  
✔ Oral Reading Assessment A6.1–A6.3 CC.4.Rfou.4.a  
✔ Vocabulary Test A6.6–A6.7 CC.4.L.4.b; CC.4.L.6

✔ Spelling Test: r-Controlled Syllables, and Commonly Misspelled Words T379k CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d  
✔ Writing, Revising, and Editing Test A6.8–A6.10 CC.4.W.10; CC.4.L.1; CC.4.L.3  
Reteaching Masters RT6.1–RT6.3

# Week 1 Learning Stations

## Speaking and Listening

### Option 1: Find the Hidden Treasure



**Find the Hidden Treasure**

- Choose an object to use as hidden treasure.
- Hide the treasure in the classroom. Make sure no one sees where you put it.

**Talk Together**

Use direction words to tell your partner how to find the treasure. Try to use at least 6 steps.

Walk \_\_\_\_\_  
Turn \_\_\_\_\_ at the \_\_\_\_\_.  
Then go \_\_\_\_\_.

Walk straight to the window.  
Turn right at the bookshelf.  
Then go two steps forward.

### PROGRAM RESOURCES & MATERIALS

#### Language and Literacy Teamwork Activities: Card 36

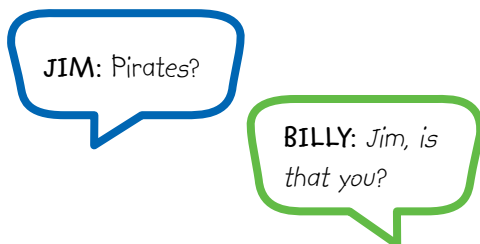
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

classroom objects for students to hide

Use Prepositional Phrases

CC.4.L.1.e

### Option 2: Perform the Play



JIM: Pirates?

BILLY: Jim, is that you?

Have students perform a scene from the play "Treasure Island" on **Anthology** pages 360–376.

- Divide students into groups and assign each group a different scene from the play.
- Have groups perform their scenes for the rest of the class.
- After each performance, have students discuss how the performance added to their understanding of the play.

Read Orally with Expression on

Successive Readings

Carry Out Assigned Roles

CC.4.Rfou.4.b

CC.4.SL.1.b

## Language and Vocabulary

### Key Words

adventure · chart · coastal · compass · determine  
discovery · exploration · interpret · legend  
navigation · port · relationship · treasure

### Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.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](https://www.ncreach.com) My Vocabulary Notebook

Have students expand their word knowledge.

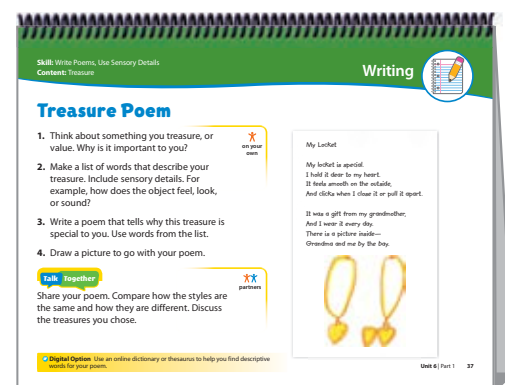
- Under Add More Information > Use This Word > Write More, have students write two related sentences. Then have students combine them to express a single idea.
- Under Add More Information > Use This Word > Write a Sentence, have students identify Key Words with *r*-controlled vowels *ar*, *er*, *or*, or *ur* and write a sentence that includes an indefinite adjective for each one.

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.4.L.6

## Writing

### Option 1: Treasure Poem



**Treasure Poem**

- Think about something you treasure, or value. Why is it important to you?
- Make a list of words that describe your treasure. Include sensory details. For example, how does the object feel, look, or sound?
- Write a poem that tells why this treasure is special to you. Use words from the list.
- Draw a picture to go with your poem.

**Talk Together**

Share your poem. Compare how the styles are the same and how they are different. Discuss the treasures you chose.

**Digital Option:** Use an online dictionary or thesaurus to help you find descriptive words for your poem.

### PROGRAM RESOURCES & MATERIALS

#### Language and Literacy Teamwork Activities: Card 37

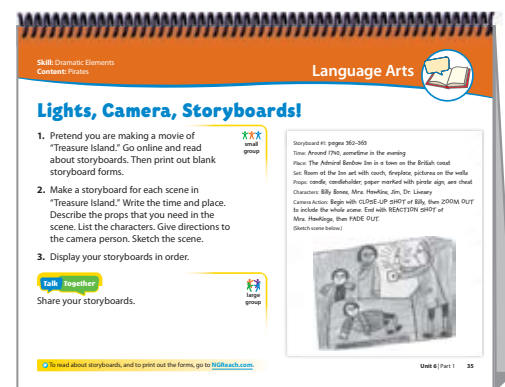
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

index cards · dictionary or thesaurus (online optional) · colored markers

Write Over Shorter Time for Specific Tasks and Purposes

CC.4.W.10

### Option 2: Lights, Camera, Storyboards!



**Lights, Camera, Storyboards!**

- Pretend you are making a movie of "Treasure Island." Go online and read about storyboards. Then print out blank storyboard forms.
- Make a storyboard for each scene in "Treasure Island." Write the time and place. Describe the props that you need in the scene. List the characters. Give directions to the camera person. Sketch the scene.
- Display your storyboards in order.

**Talk Together**

Share your storyboards.

### PROGRAM RESOURCES

#### Language and Literacy Teamwork Activities: Card 35

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

#### Student Resources Directory

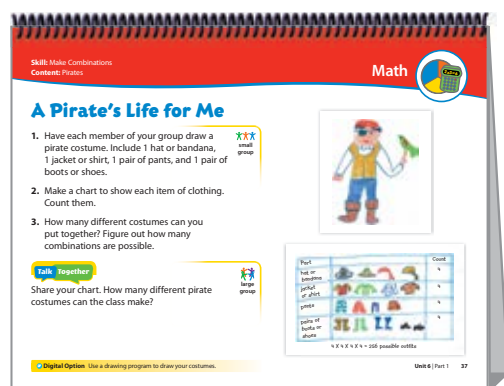
Write Narratives, Using Event Sequences  
Establish a Situation

CC.4.W.3

CC.4.W.3.a

## Cross-Curricular

### Option 1: A Pirate's Life for Me



#### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 37

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

drawing paper • colored markers

Interpret Information Presented Quantitatively CC.4.Rinf.7  
Add Visual Displays to Presentations CC.4.SL.5

### Option 2: Life in England Around 1740

Facts	Sources
The flying shuttle was a weaving tool invented by John Kay in 1733.	Web site: National Park Service, U.S. Department of the Interior

#### MATERIALS

library books and online resources

Have students research life in England in the mid-1700s.

- Have students select a topic, such as tools used in England in the mid-1700s.
- Have students use both print and online sources to create a fact sheet, noting facts and names of sources.
- Have students share their information with the class.

Conduct Research Report on a Topic CC.4.W.7  
CC.4.SL.4

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ngreach.com) Comprehension Coach

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

### Option 2: Author Study Robert Louis Stevenson

Characters Chart		
Character Name	Relationship to Other Characters	How Character Changes Over Time

#### MATERIALS

books by Robert Louis Stevenson such as *Child's Garden of Verses*, *Dr. Jekyll and Mr. Hyde*, *Kidnapped*, and *The Moon*

- Have students select a book to read over the course of a week.
- As students read, have them complete the chart to show relationships between characters and how they change over time.
- Have partners compare their charts.
- Students can also self-select other recommended books. See **Independent Reading** on page SG68.

Read and Comprehend Literature CC.4.Rlit.10

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.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 RT6.1–RT6.3.

#### Additional Resources

### Reach into Phonics



Lesson 81

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

### ESL Kit



ESL Teacher's Edition pages T352–T379

# Week 1 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: Destinations

- ✔ Spell Syllable Types: *r*-Controlled: *ar, er, ir, or, ur*
- ✔ 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 *r*-controlled syllables

1. affirm	I <b>affirm</b> my respect for the United States by displaying its flag outside my home.
2. bargain	This lower airfare is a real <b>bargain</b> .
3. blister	I walked so much on vacation that I got a <b>blister</b> on my heel.
4. circumstance	The rainy weather in England was a <b>circumstance</b> beyond our control.
5. export	China and Japan <b>export</b> many products to the United States.
6. flickering	The <b>flickering</b> lights of the city were beautiful.
7. harpoon	The fishers caught the shark using a <b>harpoon</b> .
8. import	Many countries <b>import</b> spices from India.
9. liberty	People in our country have the <b>liberty</b> to travel from state to state without restrictions.
10. nursery	The house tour ended in the <b>nursery</b> where the baby slept.
11. orphan	When both his parents died, the child became an <b>orphan</b> .
12. partner	His traveling <b>partner</b> sat next to him on the airplane.
13. serpent	We read a folk tale about a <b>serpent</b> and other snake-like reptiles that lived in a faraway land.
14. surrender	In some foreign hotels, it is customary to <b>surrender</b> , or give up, your passport at the front desk.
15. yonder	This building here is the artist's studio, but three miles <b>yonder</b> you can visit his childhood home.

### Watch-Out Words

16. fair	We went to the county <b>fair</b> today.
17. fare	We traveled by bus because the <b>fare</b> was inexpensive.
18. scene	We arrived on the <b>scene</b> just as the show began.
19. seen	We have <b>seen</b> many amazing things at the fair.

## *r*-Controlled Syllables Day 2



Option 1

### MATERIALS

index cards, 18 per group of three

## Teach

Display the words *bargain, import, liberty, affirm, and nursery*. Circle the *r*-controlled vowel in each word and explain: *When a vowel is followed by an r, the vowel blends with the r to make a new sound.*

Say *bargain* and tell students that /är/ is spelled *ar*. Have a volunteer spell the word. Follow a similar procedure with the remaining words. Point out that /ôr/ is spelled *or* and /ûr/ is spelled *ur, er, and ir*.

## Prepare

- Arrange groups of three and have each group write *ar* on one card, *or* on another card, and *er, ir, and ur* on a third card and put the spelling-pattern cards in different places on the floor.
- Then have group members collaborate to write each of the first 15 spelling words on a separate card. Have students shuffle the cards and have each student draw five cards.

## Play a Game

- Have the first student read the top card in his or her pile, identify the *r*-controlled vowel, and stand by the correct spelling-pattern card on the floor.
- Without looking, the student spells the word. If the student correctly spells the word, the card is placed below the pattern card. If the word is not spelled correctly, the card is placed at the bottom of the student's pile and play passes to the next student.
- Continue playing until all the words have been spelled and placed below the corresponding pattern cards.

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

## Make It Poetic!

Day 2



Option 2

## Write a Poem

- Have partners write simple poems using as many spelling words as possible, underlining each spelling word.
- Have partners perform their poems for the class. As students hear a spelling word, have them raise their hands. Ask volunteers to spell the spelling words used in the poem after the pair has read it.

Sally and Sammy love to shop  
For bargains 'til they're ready to drop.  
Ignoring every blister,  
Sammy won't surrender,  
And neither will his sister.

Demonstrate Command of Spelling

CC.4.L.2



## What's the Word?

Day 3



Option 1

### MATERIALS

scissors • timer • index cards, 18 per pair

### Prepare

- Assign nine different spelling words to each partner and have each student print the words on index cards with space between the letters for cutting.
- Have students cut up the words into letters.

### Play a Game

- Have students mix up their letters and give them to their partner.
- Give students five minutes to unscramble and put together as many words as possible.
- Have students award themselves one point for each word they complete.
- After five minutes, the player with the most points wins.

Spell Grade-Appropriate Words

CC.4.L.2.d

## Bingo!

Day 3



Option 2

### MATERIALS

32 squares of colored paper, each about 2 inches square

### Prepare

- In groups of three, with one student as the game host, have other members each make a bingo card by folding a sheet of paper in half twice horizontally and twice vertically to create 16 squares.
- Have the game host read aloud the first 16 spelling words, one at a time, in random order. As the game host reads each word, players print the word in any empty square on the bingo card in any order. All bingo cards should be different.

### Play the Game

- Tell the game host to read each spelling word, one at a time, in a different order than before.
- The first player to find the word on his or her card closes his or her eyes and spells the word. The host listens for accuracy. Then the other player does the same. Each player who spells the word correctly places a colored square over the word. The player who spells the word incorrectly leaves the space uncovered.
- When a player has four colored squares in a row, the player calls out, "Bingo!" and reads aloud the words to verify the win.

Spell Grade-Appropriate Words

CC.4.L.2.d

## Show Me!

Day 4



Option 1

### MATERIALS

paper bag, 1 per group • index cards, 5 per group • timer

### Prepare

Arrange two teams. Have both teams collaborate to write *ar*, *er*, *ir*, *or*, and *ur* on separate index cards and put the cards into the paper bag.

### Play a Game

- Have a member of Team A draw a card from the bag, look at the *r*-controlled spelling pattern shown on the card, and select a spelling word with the same pattern.
- The student has one minute to act out the word so his or her teammates can guess it. The team member who correctly guesses must spell the word to get one point.
- If the word is not guessed or is spelled incorrectly, any Team B member may guess and spell the word to get the point. If neither team guesses or spells correctly, no one gets a point.
- Teams take turns selecting and acting out words until each team has acted out five words. The team with the most points wins.

Demonstrate Command of Spelling

CC.4.L.2

## Did You Know?

Day 4



Option 2

### MATERIALS

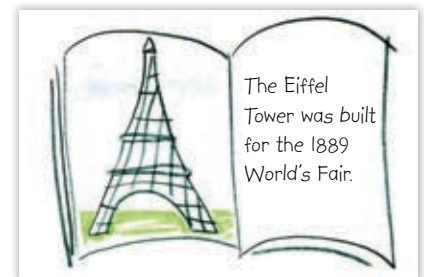
atlas, world map, or globe, one per student • dictionary, one per student • reference books or computer • colored pencils

### Prepare

Have students use an atlas to locate a place they would like to visit and then use reference books or go online to find two facts about the place.

### Create a Travelogue

- Have each student write a brief travelogue about the place he or she researched, including at least three Watch-Out Words.
- Have students consult a dictionary to be sure they are using the correct Watch-Out Word and that they are spelling the word correctly.
- Have students illustrate their travelogues and display them around the classroom.



Use Frequently Confused Words  
Consult References

CC.4.L.1.g  
CC.4.L.2.d

# Week 1 Daily Grammar

## OBJECTIVES

### Thematic Connection: Destinations

- ✔ Grammar: Use Adjectives
- ✔ Grammar: Use Pronouns

## COMMON CORE STANDARDS

- |                                |          |
|--------------------------------|----------|
| Edit Writing                   | CC.4.W.5 |
| Demonstrate Command of Grammar | CC.4.L.1 |
| Use Knowledge of Conventions   | CC.4.L.3 |

## Day 1

### PROGRAM RESOURCES

Possessive Adjectives: eVisual 6.2

### MATERIALS

- index cards, 16 per pair of students
- paper bags, 2 per pair of students
- highlighters

## Review the Rules

Use the suggestion on page T356 to review possessive adjectives. Display and read aloud eVisual 6.2.

### Possessive Adjectives

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• A <b>possessive adjective</b> can replace an <b>owner's name</b>.</li> </ul>  | <p>Mary's map = <b>her</b> map</p>   |
| <ul style="list-style-type: none"> <li>• Choose the possessive adjective that matches the number of owners.</li> </ul> | <p>One owner: my, your, his, her, its</p> <p>More than one owner: our, your, their</p> |

NGReach.com Possessive Adjectives: eVisual 6.2

## Play a Game

Have partners play "Suitcase Packed." Explain:

- Make a set of cards for the possessive adjectives my, your, his, her, its (singular); our, your, their (plural). Then make one set of eight cards that name items you might pack for a trip, such as shirts, pants, socks, and comb.
- Put each set of cards in a separate bag.
- Take turns drawing a card from each bag. Make up a sentence using the words on the cards.
- If your partner agrees that the sentence is correct, keep the cards. If the sentence is incorrect, return the cards to the bags.
- Play until all cards are gone. The player with the most items wins.

## Differentiate

### EL English Learners

**ISSUE** In Korean and Vietnamese, possessive adjectives may be omitted.

**STRATEGY** Have students complete these sentence frames:  
She washes \_\_\_\_\_ hands. He combs \_\_\_\_\_ hair. They sit at \_\_\_\_\_ desks.

## Day 2

### PROGRAM RESOURCES

Indefinite Adjectives: eVisual 6.7

Game: Practice Master PM6.3

## Teach the Rules

Use the suggestion on page T359 to introduce indefinite adjectives. Display eVisual 6.7 and teach the rules.

### Indefinite Adjectives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Use an <b>indefinite adjective</b> when you are not sure of the exact number.</li> </ul>                             | <p><b>Many</b> students enjoy adventure tales.</p>            |
| <ul style="list-style-type: none"> <li>• Use these <b>indefinite adjectives</b> before nouns you can count: many, a lot of, few, some, several, no</li> </ul> | <p>They found <b>several</b> coins in the treasure chest.</p> |
| <ul style="list-style-type: none"> <li>• Use these <b>indefinite adjectives</b> before nouns you cannot count: much, a little, some, not much, no</li> </ul>  | <p>We spent <b>much</b> time on the island.</p>               |

NGReach.com Indefinite Adjectives: eVisual 6.7

## Play a Game

Review the instructions on Practice Master PM6.3 and have partners use the page to play "Indefinite Adjective Tic-Tac-Toe."

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

**Grammar Game**  
**Indefinite Adjective Tic-Tac-Toe**

- Play with a partner. Take turns selecting an indefinite adjective from the word box.
- Use the indefinite adjective in a sentence. If your partner agrees that you used it correctly, put an X or an O on the tic-tac-toe grid. If not, do not make a mark, and allow your partner to take a turn.
- Take turns playing until someone gets three X's or three O's in a row.
- Play the game three more times.

How Many		How Much	
many	several	much	not much
some	few	some	a little
a lot of	no	a lot of	no


For use with TE, p. T359m **PM6.3** Unit 6 | Treasure Hunters

## Differentiate

### AL Above Level

**ISSUE** Students hesitate to use less familiar indefinite adjectives such as *few* and *not much*.

**STRATEGY** Have students list indefinite adjectives that they rarely use and then write two sentences for each entry on their list. Have pairs share their sentences.

NGReach.com Practice Master PM6.3





## Day 3

### PROGRAM RESOURCES

Subject Pronouns: eVisual 6.8

### MATERIALS

timer

## Teach the Rules

Use the suggestion on page T371 to introduce subject pronouns. Then display and read aloud eVisual 6.8.

### Subject Pronouns

- A **subject pronoun** replaces a **subject** in a sentence.
- The subject pronouns are *I, you, he, she, it, we, you, they*.

**Chloe** has a pirate costume.  
↑  
**She** also has a parrot costume.

[NGReach.com](http://NGReach.com) Subject Pronouns: eVisual 6.8

## Play a Game

Have students play in teams of four. Explain:

- With your team, list the subject pronouns *I, you, he, she, it, we, you, they*. List the pronoun you twice, for use as singular and plural.
- You have five minutes to write a story using all of these subject pronouns.
- Then trade stories with another team for scoring. Teams receive one point for each subject pronoun used correctly.

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty using pronouns as subjects.

**STRATEGY** Have students sit in a circle. Model pointing to yourself, to someone in the group, or to nearby objects, and saying a sentence with a subject pronoun: *I am beside Derrick. You three have brown shoes.*

Continue around the circle until everyone has had several opportunities to say a sentence with a subject pronoun.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing:  
Practice Master PM6.4

## Grammar and Writing

Distribute **Practice Master PM6.4**. Have students use Editing and Proofreading Marks to correct errors with possessive adjectives, indefinite adjectives, and subject pronouns.

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

**Grammar and Writing**  
**Edit and Proofread**

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

- possessive adjectives
- indefinite adjectives
- subject pronouns

Editing and Proofreading Marks	
^	Add.
→	Take out.
↔	Move to here.
,	Add comma.
.	Add period.

Today I went to a birthday party for Kim, a girl in he class. I was nervous because I am new at school. The other kids have known each many (several/a lot of) they other for much years. You are really good friends.

Fortunately, the party was many fun! Kim's mom had arranged a scavenger hunt. She gave pairs of us a list of clues. They buddy was a boy named Sunil. He made a great team!

Some clues were pretty hard. One clue said to take five steps north. Sunil said, "No problem—this way is north." She is so good at directions! It didn't take us many time to find the treasure. Best of all, I had forgotten all about being nervous.

For use with TE & T351n **PM6.4** **Unit 6 | Treasure Hunters**

[NGReach.com](http://NGReach.com) Practice Master PM6.4

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A6.8–A6.10

## Review and Assess

Display the sentences below. Have pairs of students discuss and fix the underlined errors by writing a correct pronoun on the blank after each sentence. Then have pairs trade papers and check one another's work.

- Marie stubbed their toe on the rock. her
- There are much flowers along the trail. many
- We snapped my fingers to the music. I
- There is few space in the suitcase. some/no/a little
- He wore their team uniforms. They
- The luggage rack lost one of his wheels. its

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

# Week 1 Daily Writing Skills

## OBJECTIVE

Thematic Connection: Destinations

✓ Combine Sentences

## COMMON CORE STANDARDS

Demonstrate Command of Grammar  
Produce Complete Sentences

CC.4.L.1  
CC.4.L.1.f

### Introduce Combining Sentences Day 1

#### PROGRAM RESOURCES

Combining Sentences Examples: eVisual 6.3

Combining Sentences Table: eVisual 6.4

## Teach the Skill

Display eVisual 6.3 and chorally read aloud the examples.



### Combining Sentences Examples

I want to visit Japan. It is a long flight from here.  
I want to visit Japan, but it is a long flight from here.

My brother tells stories. Our family takes car trips.  
My brother tells stories when our family takes car trips.

 [NGReach.com](https://www.ngreach.com) Combining Sentences Examples: eVisual 6.3



**INTERACTIVE WHITEBOARD TIP:** After reading, circle the words *but* and *when*.

Explain the skill: *Combine sentences to show how ideas are related. By combining sentences, you clarify ideas to your audience.*

Review compound sentences. Point to the first two sentences. Ask: *How are these sentences combined? What does the word but show?* Explain that words such as *and*, *but*, and *or* connect two ideas of equal importance.

Point to the last two sentences and review complex sentences. Explain: *Sometimes related ideas are not equally important. When one idea depends on the other, use connecting words to make complex sentences.*

Display eVisual 6.4. Have volunteers select and use words to reconnect the example sentences, noting how the meaning changes. Point out that these words can also begin a sentence to connect ideas.



### Combining Sentences Table

How Ideas Relate	Words to Use to Combine
to show a time connection	<i>when, until, after, once, whenever, before, while, as soon as</i>
to connect causes and effects	<i>because, since, as, so, so that, if, but</i>
to show other relationships	<i>even if, although, as if, unless, wherever, even though, which</i>

 [NGReach.com](https://www.ngreach.com) Combining Sentences Table: eVisual 6.4



**INTERACTIVE WHITEBOARD TIP:** Have students add other combining words to the table.

### Identify Combined Sentences Day 2 Option 1

## Introduce

Tell partners that when they see a combined sentence, they will need to be able to identify the separate ideas to see how the clauses are related.

## Practice

Copy and display the following sentences. Have partners work together to write two separate sentences for each of the following combined sentences. Ask them to make a separate list of the connecting words they leave out.

1. I took pictures of the statue, but they didn't turn out.
2. I sent my friend a postcard as soon as we arrived.
3. I went to bed early because I don't sleep well while traveling.
4. I like airplanes, but my sister loves them.

To check their work, have partners share and compare their sentence pairs and lists with another pair of students.

### Describe Ideas' Relationships Day 2 Option 2

## Introduce

Remind students that choosing an appropriate connecting word helps readers understand the relationship between ideas in a combined sentence.

## Practice

Copy and display the following combined sentences. Have partners draw a box around the word or words connecting the two ideas in each sentence, and then discuss how the two ideas are related. Finally, have partners write additional combined sentences that mean the same thing.

1. I've been to Mexico several times, so I have many favorite places.
2. I tried the unfamiliar food because I was very hungry.
3. I'll get on the plane even if I have to wait here all day.
4. We traveled two hundred miles while I was sleeping.

Have partners share their sentences with another pair of students. Ask them to describe how combining short sentences adds interest and clarity to writing.



## SUGGESTED PACING

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

### Combine Sentences

Day 3



Option 1

#### Introduce

Remind students that when they combine sentences, they need to choose connecting words that best show how the two sentences are related.

#### Practice

Copy and display the following sentence pairs. For each pair, have partners write two new, combined sentences, using different connecting words.

1. My teacher asked me to choose one destination to write about. I couldn't decide between my two favorite places.
2. I could take a bus to get to my grandma's house. I could walk.
3. I want to go see my cousin, a dentist, in Chicago. I have a toothache.
4. My friend asked me to call her on my arrival. I forgot to call.

### Clarify Combined Sentences

Day 3



Option 2

#### Introduce

Remind students that when sentences are combined, they can take on a new meaning.

#### Practice

Copy and display the following sentences. Have partners work together to combine the sentences to clarify the relationship between the two. Have students create as many different combinations as they can, each time using a different connecting word or words.

1. Mom and Dad spent all day visiting the pyramids. I didn't go.
2. I walked to the beach. My aunt went swimming in the ocean.
3. We followed a little lizard along a path. We got lost in the bushes.



After partners combine the sentences, have them discuss how the ideas in the sentences changed when they used different combining words.

### Write and Combine Sentences

Day 4



#### MATERIALS

timer

#### Practice

Have students work with partners to write and combine sentences. Give each student five minutes to write four pairs of sentences. Then have students exchange those sentences with a partner.

Give students five minutes to combine the pairs of sentences to clarify their meaning. After students finish, ask partners to discuss one other way they could combine the sentences with a different connecting word or words. Have them tell how using a new word or words changes the sentence's meaning.

### Review and Assess

Day 5



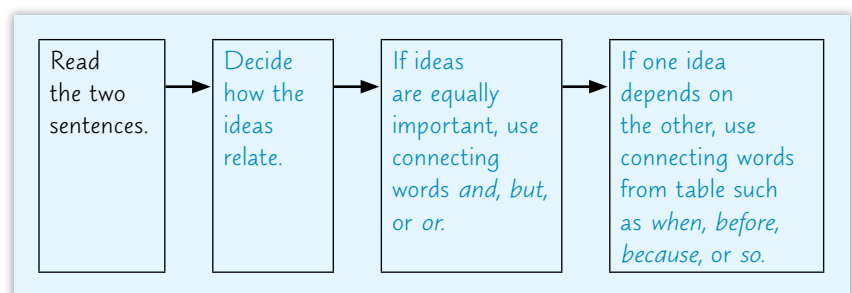
#### PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A6.8–A6.10

#### Review the Skill

Display the flowchart-starter below. Have groups of students work together to create flowcharts showing the steps someone would need to follow in order to combine two sentences. Encourage students to include lists of suggested words at the appropriate steps.

Prompt: *What might you do first? What should you consider as you think about combining the sentences? What connecting words might you use?*



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

# Day 1 Introduce Unit 6

## OBJECTIVES

### Thematic Connection: Destinations

Preview Content by Paraphrasing Information

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 6

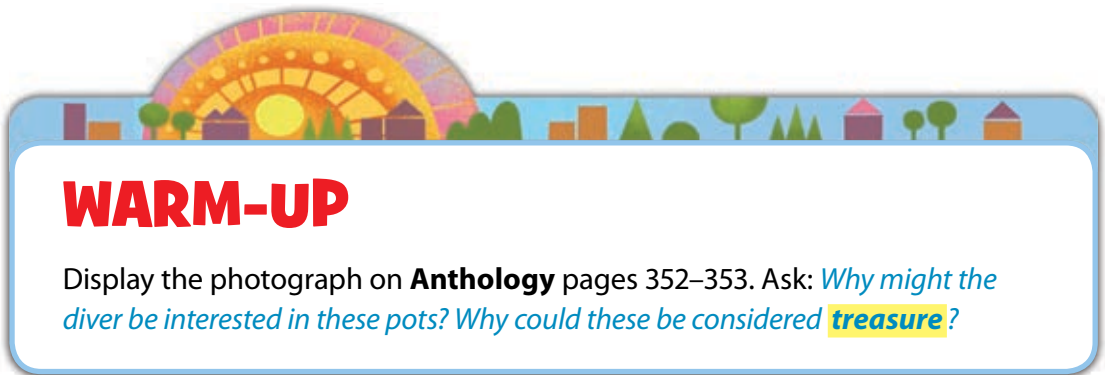
Unit Concept Map: Practice Master PM6.1

### TECHNOLOGY ONLY

Unit 6 Build Background Video

## MATERIALS

boxes • construction paper • straws • clay • markers



## Social Studies Background

### 1 Big Question **Anthology** page 352

Have a volunteer read aloud the Big Question. Explain that this unit is about people who like to explore the world looking for treasure. Point out that students will be reading and talking about different kinds of adventures people have and the kinds of treasure they find. Distribute **Family Newsletter 6**.

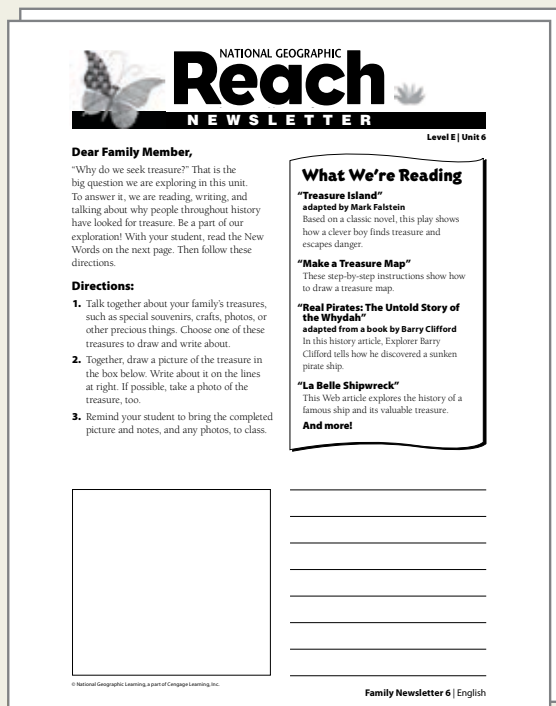
### 2 Share What You Know **Anthology** page 353

Have students read the directions about how to make a pirate ship. Ask them to think about pirate ships they have seen in books or in the media. Ask: *How is a pirate ship different from the kinds of sailboats people sail in today?* If needed, allow time for students to look at pictures of pirate ships in books or online. Encourage them to be creative rather than copying the example on page 353.

### 3 Build Background Video

Set a purpose for viewing: *Watch the video to find out what kinds of **treasures** explorers of long ago looked for in their travels.* Play the video and invite students to take notes. After viewing, discuss the following with students:

- *What kinds of **treasure** did early explorers find?* (silver, gold, cloth, gems)
- *What did they do with these **treasures**?* (sold and traded them)
- *How do we know about these **treasures** and the lives of the early explorers today?* (from archaeologists' **explorations** of sunken ships)



**NGReach.com** Family Newsletter 6  
in seven languages

## COMMON CORE STANDARDS

### Speaking and Listening

Draw on Information to Explore Ideas CC.4.SL.1.a

# Treasure Hunters

**Unit at a Glance**  
 • Language: Express Intentions, Restate an Idea, Social Studies Words  
 • Literacy: Determine Importance  
 • Content: Exploration

Unit  
6

**BIG Question**

Why do we seek treasure?

### Share What You Know

- 1 **Make** a pirate ship from materials such as a box, construction paper, straws, clay, and colored markers.
- 2 **Display** your ship so everyone can see it.
- 3 **Tell** the class about your ship.



Build Background: Watch a video about treasure hunters.  
[NGReach.com](http://NGReach.com)

STUDENT TECHNOLOGY



Student eEdition



Video



Resources

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

Anthology  
pages 352–353

## Unit Projects

### 4 Introduce the Unit Concept Map

Review the Big Question. Have students flip through the unit and predict how the readings in the unit will help them answer the question.

Display the unit concept map using **Student eEdition** page 422 or provide a bulletin board version of the concept map. Explain: *As you go through the unit, you will organize your answers to the Big Question on a concept map.*



Concept Map

Distribute **Practice Master PM6.1** and model how to begin the concept map. Remind students to consider ideas from the video. Ask: *What ideas from the video help us answer the Big Question? Let's put them on the concept map.*

### 5 Preview Unit Projects

Point out the projects using **Student eEdition** page 423. Have students read the options so they can think about which they might choose.

## Weekly Writing

Gather students' writing throughout the week.

- ✓ Daily Writing Skills Practice (T351o–T351p)
- ✓ Power Writing (T354, T356a, T360, T372, T377b)
- ✓ Writing (T356, T358–T359, T371, T377a, T378)
- ✓ Writing Project (T379a–T379d)

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

**Treasure Hunters**  
 Make a concept map with the answers to the Big Question: Why do we seek treasure?

**PM6.1** Unit 6 | Treasure Hunters

[NGReach.com](http://NGReach.com) Practice Master PM6.1

## OBJECTIVES

### Thematic Connection: Destinations

- Use Domain-Specific Words
- Describe Characters

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 6
- Unit Concept Map: Practice Master PM6.1
- Character Map: Practice Master PM6.2

### TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 6.1

## MATERIALS

timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- |   |             |
|---|-------------|
| Describe a Character                        | CC.4.Rlit.3 |
| Determine Meanings of Words and Phrases     | CC.4.Rlit.4 |
| Determine Meanings of Domain-Specific Words | CC.4.Rinf.4 |
| Read with Fluency to Support Comprehension  | CC.4.Rfou.4 |

### Writing

- |   |            |
|---|------------|
| Draw Evidence from Texts                      | CC.4.W.9   |
| Apply Grade 4 Reading Standards               | CC.4.W.9.a |
| Write Over Shorter Time for Specific Purposes | CC.4.W.10  |

### Language and Vocabulary

- |  |          |
|--|----------|
| Demonstrate Command of Usage                       | CC.4.L.1 |
| Acquire and Use Academic and Domain-Specific Words | CC.4.L.6 |

## Academic Talk

### 1 Express Intentions Anthology page 354

Explain: *Sometimes people share ideas they have about doing something or dreams they have for the future, but expressing an intention is different. When you express an intention, you tell something you definitely plan to do.* Provide examples:

- *I intend to learn about European explorers.*
- *I plan to look for history books at the library.*

Read aloud the directions and play the **Sing with Me Language Song** “My Treasure Hunt.” Point out that Zack uses the phrases *I’m going to* and *I plan to* in order to express his intentions. Have students identify examples of Zack’s intentions. Then introduce additional phrases he could use, such as *I intend to*, *I am committed to*, and *I am determined to*.

Have students tell about intentions they have for today. Remind them to use phrases such as *I intend to*, *I plan to*, *I am committed to*, and *I am determined to*.

## Social Studies Vocabulary

### 2 Key Words Anthology page 355

Explain and model using **Vocabulary Routine 1** and the images on **Student eEdition** page 355 to learn the Key Words.

- **Pronounce the word** and point to the image: **compass**.
- **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 **compass** is a tool that can help you find which direction is north.
- **Elaborate.** Relate the words to your knowledge and experience: I used a **compass** to find my way on the trail.

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

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

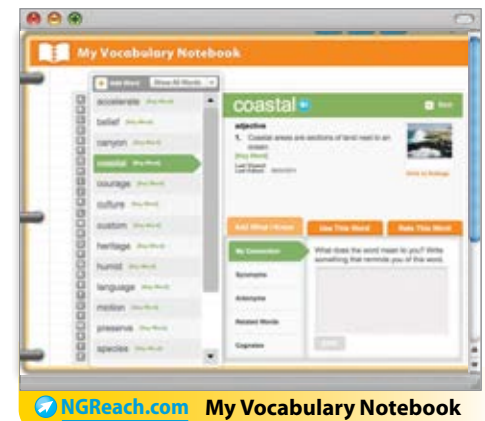
Have partners take turns repeating the routine for each word using page 355.

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

See **Differentiate**

### Key Words

adventure · coastal  
compass · navigation  
port · treasure





## Express Intentions

Listen to Zack's chant. Then use **Language Frames** as you express the intention, or plan, to look for treasure.

**Language Frames**

- I am going to \_\_\_\_\_.
- I plan to \_\_\_\_\_.
- I will \_\_\_\_\_.

**Chant** ((MP3))

### My Treasure Hunt

There's treasure hiding here at home.  
I'm going to discover it.  
There's treasure hiding here at home.  
I'm going to uncover it.  
I plan to hunt in corners,  
under rugs, and inside drawers.  
I plan to hunt on top of shelves  
and open unlocked doors.  
I'll move the couch  
and look behind it.  
If treasure's there,  
then I will find it!



**Key Words**

- adventure
- compass
- coastal
- navigation
- port
- treasure

## Key Words

Look at the pictures. Use **Key Words** and other words to talk about the explorers who first came to the Americas by sea.

### Exploring the New World



Between 1500 and 1700, European explorers came to the Americas. They wanted land, gold, and other **treasure**. They found **adventure**. Some of the adventures involved pirates.

Explorers used tools such as maps and compasses for **navigation**. Some Europeans began to settle along the coasts of the Americas. They looked for good **ports** with deep water for their ships.

### Talk Together

Why do you think explorers wanted treasure? With a group, try to use **Language Frames** from page 354 and **Key Words** as you express intentions.

### STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology  
pages 354–355

### 3 Talk Together Anthology page 355

Read aloud the instructions on page 355. Ask: *What kind of **treasure** did the explorers want?* (gold and land) *Why did they want these **treasures**?* Have small groups discuss why gold and land would be valuable to people.

Then have students role-play explorers and use the language frames on page 354 to express their intentions. Circulate and encourage students to use Key Words when possible.

## Check & Reteach

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

As students discuss treasure, listen for correct usage of the Key Words.

If students have difficulty incorporating words into their group discussions, provide sentence frames for them to complete orally:

- *The explorers wanted \_\_\_\_\_ because they hoped to become rich. (**treasure**)*
- *To them, it was worth it to go on an exciting, dangerous \_\_\_\_\_. (**adventure**)*
- *When they landed in a new \_\_\_\_\_, the explorers would probably search the \_\_\_\_\_ areas to see if they could find riches. (**port; coastal**)*

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

<i>adventure/aventura</i>	<i>navigation/navegación</i>
<i>compass/compás</i>	<i>port/puerto</i>
<i>coastal/costero</i>	<i>treasure/tesoro</i>

### AL Above Level

**ISSUE** Students are already familiar with the Key Words on a basic level.

**STRATEGY** Challenge students to create sentences that clearly relate two or more of the Key Words.

## Wordbench

relationship

ri-lā-shun-ship

relate    relation    relative

Meaning: a connection between  
two or more people or things

## Fluency

**Model Expression** Explain the concept: *Fluent readers read with expression. They change their voices to match the feelings expressed in the text.*

Model expression by reading Zack's thoughts in paragraph 1 of "Zack's Treasure." Have students practice expression by reading aloud the chant on **Anthology** page 354.

## Comprehension

4 **Characters** ✓ **Anthology** page 356

Read aloud the introduction on **Anthology** page 356. Use a Wordbench to teach the term **relationship**. Explain: *Clues in stories help us understand the relationships between characters. Pay attention to how the characters and their relationships change in the story.* Display and read aloud **eVisual 6.1**.



## Read Aloud

Realistic Fiction

## Zack's Treasure

Zack loved exciting **adventure** stories about people who searched for lost **treasures**. He was determined to find his own **treasure**. He searched all over his house, but he found nothing that resembled a **treasure**. Then he went outside, thinking, "There are always cool, old things stashed in a garage." He poked around every musty, dusty crevice of the garage until he found an old-fashioned trunk.

"This looks just like a **treasure** chest!" he exclaimed about his **discovery**, but all it contained was an old **compass** used long ago for **navigation**. As he glanced around the garage, Zack spied his little brother, Nicky, peeking through the door.

"Let's play baseball," Nicky insisted.

"Don't annoy me when I am searching for **treasure**," Zack grumbled.

Later, Zack regretted that he had been abrupt. He searched for Nicky and found him crying in his room. Zack said cheerfully, "Hey, do you still want to play baseball?"

Nicky grabbed his bat and glove, and the boys ran outside. Zack thought to himself, "I'm lucky to have a brother like Nicky. He's the real **treasure** in our house!"

NGReach.com Read Aloud: eVisual 6.1



**INTERACTIVE WHITEBOARD TIP:** Underline the point in the story where Zack changes.

5 **Map and Talk** ✓ **Anthology** page 356

Have students read the directions and the sample character map. Ask: *What other events are important in the story?* (Zack looks for **treasure**, changes his mind, and plays with Nicky.) *How do Zack's feelings about Nicky change?* (At first, Zack is annoyed with Nicky for interrupting him. Later, Zack feels bad about how he treated Nicky. Finally, Zack feels lucky to have a brother like Nicky.)

6 **Talk Together** ✓ **Anthology** page 356

Have students use **Practice Master PM6.2** to make character maps about a character from a favorite story. Have students use a variety of adjectives to show how the character changes from the beginning of the story to the end.

## Check &amp; Reteach

**OBJECTIVE:** Describe Characters ✓

Observe students' character maps to see if character change is indicated.

If students cannot identify how the character changes, have them describe the character at the beginning and the end of the story and identify events that led to the change.





## Characters

People grow and change. Story **characters** change, too. People's experiences and relationships can both cause the changes.

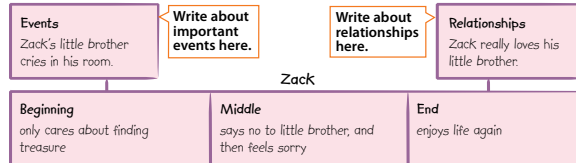
Look at the pictures of Zack and his little brother.



### Map and Talk

Make a character map to show how a person changes. Think about story events. Think about the character's relationships. Finally, think about how the character changes from beginning to middle to end.

#### Character Map



#### Talk Together

Make a character map for one of your favorite story characters. Use the map to describe to a partner how the character changes.

356

Anthology page 356

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T351k

### Daily Grammar ✓

Point out the use of the possessive adjective *his* in *his little brother* and *his room* in "Zack's Treasure." Then use page T351m to review possessive adjectives.

### Daily Writing Skills ✓

Point out how the first two sentences in the **Think Aloud** can be combined: *At first, Zack is determined to find treasure, so he doesn't stop to think about Nicky.* Then use page T351o to teach combining sentences.

# Writing

## 7 Write About Characters

Prompt: *You will write a paragraph about how the character you chose for your character map changes during the story.* Model the process with "Zack's Treasure."

### Think Aloud

*I'll write about Zack at the beginning of the story.*

*I'll add why Zack changes.*

*I'll write about Zack at the end.*

### Write

At first, Zack is determined to find treasure. He doesn't stop to think about Nicky.

After saying "no" to Nicky, Zack feels sorry.

At the end, Zack realizes that Nicky is the real treasure.

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

Have each student write a paragraph about the character in his or her character map. Have students add their paragraphs to their Weekly Writing folders.

## WRAP-UP

Have partners list three or four treasures and reasons people seek them. Students can add their ideas to their unit concept maps.

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

#### Character Map

### Finding a Treasure

Complete a character map for a favorite character. In the top squares, note the important events in the story, and the important relationships the character has. In the bottom squares, explain how the character changes and why.

<b>Character Map</b>	
<b>Events</b> Responses will vary.	<b>Relationships</b> Responses will vary.

<b>Character</b> _____		
<b>Beginning</b> Responses will vary.	<b>Middle</b> Responses will vary.	<b>End</b> Responses will vary.

Use your character map to tell your partner how and why your character changed.

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## OBJECTIVES

### Thematic Connection: Destinations

- Use Academic Words
- Use Important Details to Summarize

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 6

### 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 the word *explore*.

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

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples When Explaining Text CC.4.Rlit.1

Summarize CC.4.Rlit.2

Describe a Character CC.4.Rlit.3

Determine Meanings of Words and Phrases CC.4.Rlit.4

Determine Meanings of Academic Words CC.4.Rinf.4

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

### Writing

Apply Grade 4 Reading Standards CC.4.W.9.a

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

### Language and Vocabulary

Acquire and Use Academic Words CC.4.L.6

## WARM-UP

Remind students that a treasured possession is something they value and love. Ask: *What is your most treasured possession? Explain why.* Have students consider the activity in **Family Newsletter 6** and take it home to complete.

## Academic Talk

### 1 Discuss Characters' Treasures

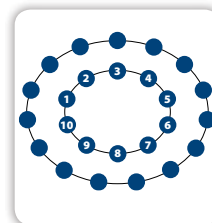
Explain: *We all have different viewpoints. That means that we think about the world in our own ways. We treasure, or care about, different things. You can understand someone's viewpoint better by identifying the reasons why they think as they do.*

Model giving a reason to support Zack's viewpoint in "Zack's Treasure" on page T355a: *In the beginning, Zack's viewpoint is that hunting for **treasure** is valuable. He feels this way because he has read about many treasure hunters.* Ask: *What is Zack's viewpoint at the end?* (He treasures spending time with his little brother, Nicky.)

Use a **Fishbowl** to extend the discussion:

- Arrange students in two inward-facing circles. Have students on the inside discuss what they think Nicky's treasures are, giving examples from the text to support their points.
- Have students on the outside listen closely to the inside group's conversation and note the examples they give.
- Have the groups reverse positions. Have the new inner group discuss their notes and whether they agree or disagree with the first group's points.

For **Fishbowl**, see page BP45.



Fishbowl

## Academic Vocabulary

### 2 More Key Words Anthology page 357

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

- **Pronounce the word** and point to the image: **discovery**.
- **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 **discovery** is something that is learned or found.
- **Elaborate.** I read about the **discovery** of a new dinosaur fossil in Texas.

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

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

### Key Words

chart · discovery  
exploration · interpret  
legend

## More Key Words

Use these words to talk about "Treasure Island" and "Make a Treasure Map."

### chart

(chart) *noun*



A **chart** shows information with numbers, pictures, and symbols.

### discovery

(dis-ku-vu-rē) *noun*



When you find things, you make a **discovery**. Her **discovery** is a new germ.

### exploration

(ek-splu-rā-shun) *noun*



An **exploration** is a search. Astronauts learn about space from their **exploration**.

### interpret

(in-tur-prut) *verb*



To **interpret** something is to tell what you think it means. Can you **interpret** the road sign?

### legend

(le-jund) *noun*



A **legend** explains symbols on a map. This **legend** shows blue lines as rivers.

### Talk Together

Work with a partner. Take turns telling a story using **Key Words**.

We are going on an exploration.

We hope to make a big discovery.

Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

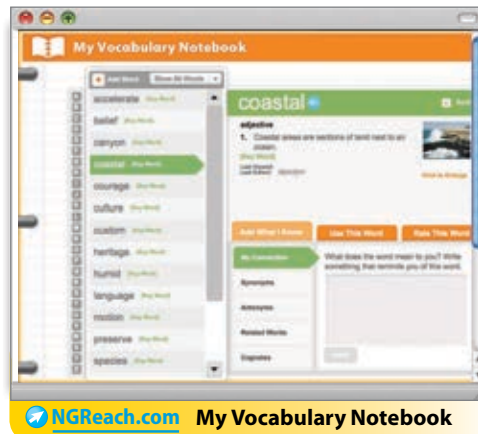
NGReach.com

Anthology page 357

Have partners use page 357 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 357  
Suggest that students note important words, phrases, or pictures on a simple story map that they can refer to as they tell their Key Word stories.



NGReach.com My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners share their stories, listen for correct usage of the Key Words.

If students use words incorrectly, ask word-related questions, such as:

- *How are **charts** and **legends** the same?* (Possible response: They are both ways to show information.)
- *What is a **discovery** you have made recently?* (Students should mention items they have found or new ideas they have come across.)
- *What is one reason for **exploration**?* (Possible response: to look for new land)

## Best Practices

**Group Strategically** Assess students' strengths and needs periodically and rearrange groupings so that students may grow at their own rates and find themselves continually challenged.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

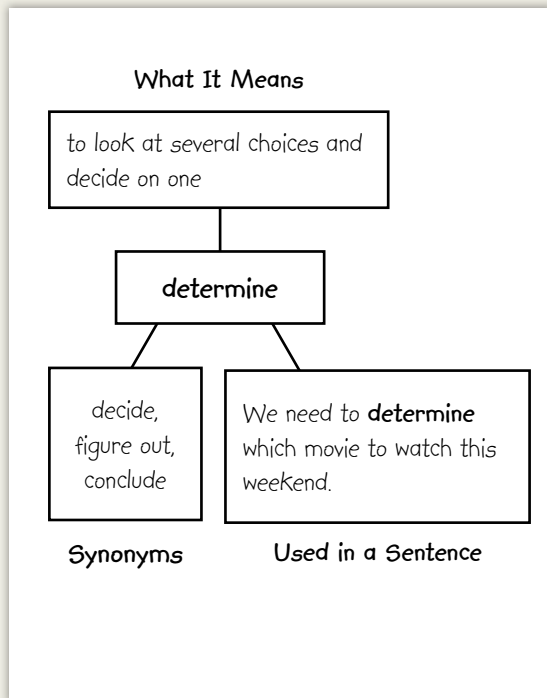
*discovery/descubrimiento*      *interpret/interpretar*  
*exploration/exploración*      *legend/leyenda*

### BL Below Level

**ISSUE** Students have difficulty coming up with story ideas involving the Key Words.

**STRATEGY** Encourage students to examine the photos for ideas. Suggest that students use a scientist or an astronaut as a main character and consider what a person with such a job might do or use in his or her work.

## Word Map



## Fluency

**Practice Expression** As partners read aloud the essay, circulate and listen for correct expression.

## Comprehension

#### 4 Learn to Determine Importance Anthology pages 358–359

Use a Word Map to teach **determine**. Project **Student eEdition** page 358 and read aloud the instructions. Elaborate: *When you summarize, you **determine** the most important details about something and tell them in a sentence or two.* Model determining important details and summarizing what you learn from the picture:

- *This picture appears to be mostly about a family doing something together.*
- *Important details are the smiles on the family members' faces, pans of water, and two signs: "The Gold Discovery Area" and "Pan for Gold."*
- *In summary, the picture shows a family having fun panning for gold at a museum.*

#### 5 Talk Together Anthology page 359

Read aloud the instructions on page 359. Have partners chorally read aloud the first two paragraphs of the essay and the sample summary. Ask: *What is a detail from these paragraphs that is not important enough to include in the summary?* (Possible response: It was January.)

Have partners take turns reading the last two paragraphs, pausing to summarize each. (Possible response, paragraph 4: The paragraph is about many people coming to California to look for gold. Possible response, paragraph 5: The paragraph is about how people can still visit the site where gold was discovered.)

## Check &amp; Reteach

**OBJECTIVE:** Use Important Details to Summarize

As students summarize each paragraph, listen to confirm that they include important information and exclude unimportant details.

If students have difficulty identifying important details, have them work in pairs to list several details from each paragraph and cross out any details that do not support the topic. Have students use only the remaining details in their summaries.

## Writing

#### 6 Write About Determining Importance

Introduce: *We are going to write about how determining important details helped us to summarize each paragraph.* Model the process with the first paragraph.

## Think Aloud

*First, I identify the topic and tell how I **determined** what was important.*

*Then I tell how this helped me write my summary.*

## Write

The topic is the Gold Rush, so I looked for details about the Gold Rush in the first paragraph.

A summary tells only the most important ideas. In my summary of the first paragraph, I included only the name of the man whose discovery started the Gold Rush.

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



## Learn to Determine Importance

Look at the picture. What does it show? What details do you notice? Now cover the picture. Think of a sentence or two that briefly tells, or **summarizes**, what the picture shows.



You **summarize** when you read, too.

### How to Summarize

1. Identify the topic. Ask, "What is this paragraph mostly about?"
2. Take notes as you read. Note important details.
3. Use your notes to sum up the paragraph. Retell the ideas in a sentence or two.

The topic is \_\_\_\_\_.

Important details are \_\_\_\_\_.

The paragraph \_\_\_\_\_.

358

### Language Frames

- ? The topic is \_\_\_\_\_.
- 📄 Important details are \_\_\_\_\_.
- 🗨️ The paragraph \_\_\_\_\_.

### Talk Together

Read Zack's essay, "Go for the Gold." Read the sample summary. Then use **Language Frames** to summarize each paragraph.

### Go for the Gold

by Zack Jones

One winter, James Marshall made an amazing **discovery**. He found gold!

In 1847, Marshall began building a sawmill for a man named Sutter. The next January, Marshall saw some bright flakes in the water coming from the mill. Many people would have ignored the flakes. Not Marshall. He knew how to **interpret** the signs. He thought the flakes were gold. No one believed him at first, but he was right!

Sutter's sawmill was in California. Word spread fast. About 300,000 people came to California to join the **exploration** for gold. People called it the Gold Rush. They followed **charts** and maps to find **treasure**. Of course, not everyone got rich. Marshall never made any money from his discovery.

You can visit the spot where the Gold Rush started. Today, the area is a state park. Use the map **legend** to find the way. Visitors can have their own **adventures**. Maybe you will strike it rich!



← A good place to summarize

Essay

### Sample Summary

"The topic is James Marshall.

Important details are Marshall building a sawmill and finding bright flakes in the water.

The paragraph is about James Marshall discovering gold."

359

**Anthology**  
pages 358–359

Have students write about how determining important details helped them summarize each paragraph of the essay. Then have students work together to write a single summary of the entire essay. (Possible response: The essay is about how James Marshall started the Gold Rush when he discovered gold in California.)

Have students add their writing to their Weekly Writing folders.

See **Differentiate**

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T351k

### Daily Grammar ✓

Point out the words *some* and *any* in the essay on **Anthology** page 359. Then use page T351m to teach indefinite adjectives.

### Daily Writing Skills ✓

Write the following sentences: "No one believed him at first. He was right!" Point out on **Anthology** page 359 how the author combined these sentences to clarify his ideas. Then use page T351o to practice combining sentences.

## WRAP-UP

Ask partners to imagine that they are making a film about the Gold Rush, based on what they have learned about the Gold Rush so far. Have them list the main events in their movie's plot, then devise a title that summarizes those events in a clever way.

## Differentiate

### BL Below Level

**ISSUE** Students do not have the language to write about how they summarized each paragraph.

**STRATEGY** Provide sentence frames for students to complete: The essay is about \_\_\_\_\_. I looked for details about \_\_\_\_\_. They helped me to summarize \_\_\_\_\_.

## OBJECTIVES

### Thematic Connection: Destinations

- ✓ Describe Characters
- ✓ Use Important Details to Summarize

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings:

MP3 or CD 2 Tracks 13–14

Comprehension Coach

## MATERIALS

timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples When Explaining Text CC.4.Rlit.1

Refer to Structural Elements of Drama and Explain Differences Between Drama, Poems, and Prose CC.4.Rlit.5

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

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

### 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 play about pirates searching for treasure. Ask small groups of students to think about pirate stories they might know, and discuss what pirates in those stories did to find treasure. Have each group share one example with the class.

## Vocabulary Practice

### 1 Expand Word Knowledge ✓

Students will practice Key Words by creating an Example Chart. Use **Vocabulary Routine 2** to model how to make a chart for the word **navigation**.

- Write the word in the left column of the chart.
- Write a definition for the word in the center column of the chart.
- Write an example using the word in the right column of the chart.

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

### Key Words

adventure · chart · coastal  
 compass · determine · discovery  
 exploration · interpret · legend  
 navigation · port · relationship  
 treasure

Assign a Key Word to each group of students. After they complete their charts, have them add the words and examples to **My Vocabulary Notebook**. Display the charts in the classroom.

## Academic Talk

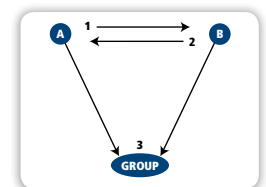
### 2 Preview and Predict

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

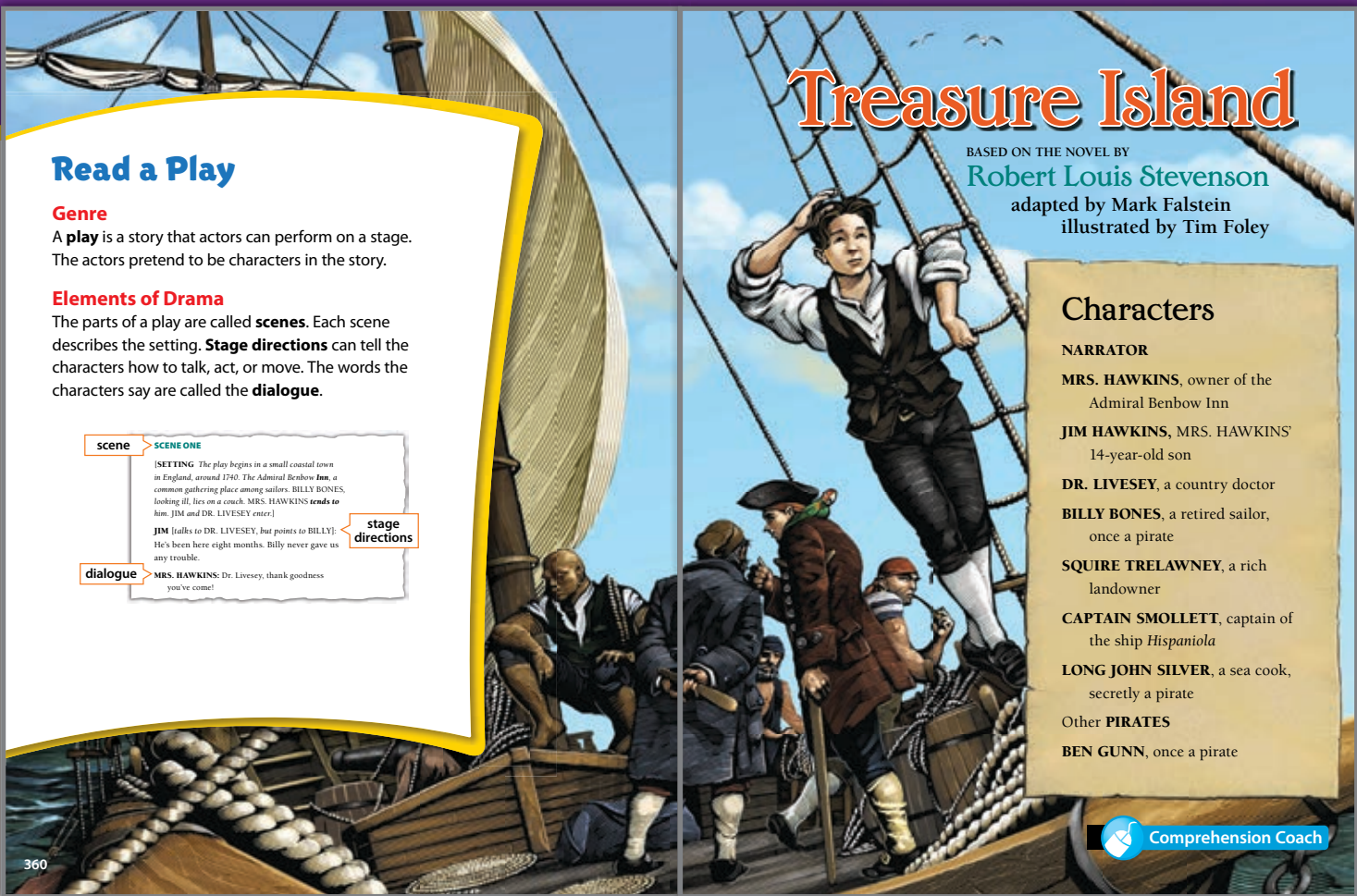
Display these Key Words: *exploration, port, and treasure*. Have students use a **Three-Step Interview** to share their predictions about “Treasure Island.”

- Students preview the illustrations on **Anthology** pages 360–371 independently.
- Students form pairs and interview each other to share their predictions.
- Students use the Key Words to present each other’s predictions to the class.

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



Three-Step Interview



# Treasure Island

BASED ON THE NOVEL BY  
**Robert Louis Stevenson**  
adapted by Mark Falstein  
illustrated by Tim Foley

## Read a Play

**Genre**  
A **play** is a story that actors can perform on a stage. The actors pretend to be characters in the story.

**Elements of Drama**  
The parts of a play are called **scenes**. Each scene describes the setting. **Stage directions** can tell the characters how to talk, act, or move. The words the characters say are called the **dialogue**.

**scene** SCENE ONE

**SETTING** The play begins in a small coastal town in England, around 1740. The Admiral Benbow Inn, a common gathering place among sailors. BILLY BONES, looking ill, lies on a couch. MRS. HAWKINS tends to him. JIM and DR. LIVESEY enter.

**JIM** [talks to DR. LIVESEY, but points to BILLY]: He's been here eight months. Billy never gave us any trouble.

**dialogue** MRS. HAWKINS: Dr. Livesey, thank goodness you've come!

**stage directions**

## Characters

**NARRATOR**

**MRS. HAWKINS**, owner of the Admiral Benbow Inn

**JIM HAWKINS**, MRS. HAWKINS' 14-year-old son

**DR. LIVESEY**, a country doctor

**BILLY BONES**, a retired sailor, once a pirate

**SQUIRE TRELAWNEY**, a rich landowner

**CAPTAIN SMOLLETT**, captain of the ship *Hispaniola*

**LONG JOHN SILVER**, a sea cook, secretly a pirate

Other **PIRATES**

**BEN GUNN**, once a pirate

**STUDENT TECHNOLOGY**

Student eEdition

Read with Me

Comprehension Coach

My Vocabulary Notebook

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

Comprehension Coach

**Anthology**  
pages 360–361

## Reading

### 3 Read a Play **Anthology** pages 360–361

**GENRE** Have a volunteer read aloud the definition. Elaborate: *When you read a play, use your imagination to picture how the play would look and sound on a stage.*

**ELEMENTS OF DRAMA** Have volunteers read aloud the definitions of *scene*, *stage directions*, and *dialogue*. Explain: *Actors do not read the stage directions out loud. Instead, they act out these instructions as part of their performances.*

**SOCIAL STUDIES BACKGROUND** Share information to build background: *“Treasure Island” mentions Captain William Kidd, a sailor from the 17th century who was tried and hanged for being a pirate. Kidd claimed to have buried a **treasure**, some of which was dug up on an island near New York.*

Have students read **Anthology** pages 362–371. See **Differentiate**

## Differentiate

### **BL** Below Level

**FRONTLOAD** Preview and discuss illustrations. Read the play together using questions to build comprehension.

### **OL** On Level

**READ TOGETHER** Have students whisper read in small groups. Use the questions to build comprehension.

### **AL** Above Level

**READ INDEPENDENTLY** Have students read silently and take notes about play elements. Use the questions to build comprehension.

► **Set a Purpose 1**  
Find out about a **discovery** that leads to **adventure**.

**BL** SCENE ONE

**SN** [SETTING The play begins in a small **coastal** town in England, around 1740. The Admiral Benbow **inn**, a common gathering place among sailors. BILLY BONES, looking ill, lies on a couch. MRS. HAWKINS **tends to** him. JIM and DR. LIVESEY enter.]

**JIM** [talks to DR. LIVESEY, but points to BILLY]: He's been here eight months. Billy never gave us any trouble.

**MRS. HAWKINS**: Dr. Livesey, thank goodness you've come!

**LIVESEY**: Let's have a look at him. Young Jim said that a blind man came looking for Billy?

**MRS. HAWKINS**: Yes, he gave him this paper. Billy **had a fit** when he saw it. Then he **collapsed**.

**LIVESEY** [looks at the paper and gasps]: The black spot! That's a pirate sign! **2**

**JIM**: Pirates?

**BILLY** [weak]: Jim, is that you?

**JIM**: Yes, Billy, and Dr. Livesey's here.

In Other Words  
**inn** Hotel  
**tends to** takes care of  
**had a fit** was very upset  
**collapsed** fell down ill

**BILLY**: Jim, Flint's **crew is** coming for me! The packet is in my **sea chest**. Don't let them get it!

[BILLY **shudders** and lies still. DR. LIVESEY examines him.]

**LIVESEY**: He's dead—frightened to death, most likely. His crimes have caught up with him if he sailed with Captain Flint. They were the most **bloodthirsty** pirates on the seas!

**MRS. HAWKINS** [frightened]: And they're coming here!



In Other Words  
**crew is** sailors are  
**sea chest** box ►  
**shudders** shakes  
**bloodthirsty** terrible; cruel



## Fluency

**Practice Expression, Accuracy, Rate** As students read, monitor their expression, accuracy, and rate.

## Mini Lesson

### Identify Elements of Drama

Explain: *Writers use elements of drama to tell a story as a play.* Use the following pages from the **Student eEdition** to introduce elements of drama:

- **Character List** (page 361): *All the characters in the play are listed here in order of their appearance. Information about each character is also included.*
- **Narrator** (page 365): *The narrator tells the story to the audience, describing actions and parts of the story not shown on the stage.*
- **Scene** (page 362): *Most plays are divided into sections called scenes.*
- **Dialogue and Stage Directions** (page 362): Read aloud Jim's first line. Explain: *The bold word tells who is speaking. Which character says these words? (Jim) The dialogue tells what Jim says. Stage directions in brackets describe a character's actions. What is Jim doing here? (talking to one character and pointing to another)*

Review: *How is a poem organized?* (into lines, verses, and stanzas) *How is a prose story organized?* (into sentences, paragraphs, and chapters) *How does the structure of a play compare with the structure of a poem or a story?* (Possible response: The lines of dialogue in a play are like verses in a poem or sentences and paragraphs in a story. The scenes of a play are like the stanzas of a poem or the chapters of a story.)

To check understanding, have partners work together to practice identifying examples of the elements of drama in Scene Two of "Treasure Island."





[Lights fade, showing that time is passing.]

**NARRATOR:** That night, pirates *did* come to the inn. They found Billy's sea chest, but Jim had hidden the packet. The next day, Dr. Livesey returned with Squire Trelawney. **3**

[Lights on. JIM, DR. LIVESEY, and SQUIRE TRELAWNEY sit at a table. JIM unwraps a packet.]

**TRELAWNEY:** You've done a man's job, Jim! Let's see what Captain Flint's men were looking for.

[JIM unfolds a map. They stare at it.]

**LIVESEY:** It's a map of an island.

**JIM** [pointing]: Look! It shows a **treasure** here!

**TRELAWNEY:** This must be Flint's map!

**LIVESEY:** You're a brave **lad**, Jim! Those pirates would have done anything to get this!

**TRELAWNEY:** Captain Flint's treasure! There's a fortune in gold and jewels! And we have the map!

**LIVESEY:** What should we do with it?

**TRELAWNEY:** Do? Why, I'll hire a ship! Then we're **bound for** Treasure Island! Jim, you and your mother will be rich!

**JIM:** Us? Rich?

**TRELAWNEY:** Why, certainly! You're sailing with us, aren't you?

In Other Words  
**lad** boy  
**bound for** going to

► **Before You Move On**

- 1. Summarize** What important **discovery** do the characters make in Scene One?
- 2. Character** Describe the relationship between Jim and Livesey. Explain how you know.

365

**Anthology**  
 pages 364–365

## Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement and talk about what kinds of discoveries could lead to an adventure.
- 2 Analyze Cause and Effect** *Why does Billy collapse?* (Possible response: He is upset when he sees the black mark of a pirate sign on the paper.)
- 3 Analyze Elements of Drama** *What happens at the inn later that night? How do you know?* (The pirates come to the inn and take Billy's sea chest, but not the packet that Jim had hidden. The stage directions and the narrator's dialogue describe the scene.)

## Differentiate

### EL English Learners

**ISSUE** Students struggle to read and understand the elements of drama.

**STRATEGY** Point out familiar formatting elements to help students navigate the text:

- On page 362, point out Jim's first line of dialogue. Read aloud his name and point to young Jim in the illustration. Explain that Jim is the character who says these lines.
- Read aloud the stage directions and dialogue. Explain that stage directions tell what Jim does.

### SN Special Needs

**ISSUE** Students are confused by the purpose of some of the elements of drama.

**STRATEGY** Use actions to help students remember each purpose. For example, have students identify lines of dialogue and then point to their mouths. Then have students identify stage directions and point to their eyes.

## Best Practices

**Encourage Participation** To involve shy or nonparticipatory students, have them develop and rehearse items in pairs before sharing them with the class.

## Answers Before You Move On

- 1. Summarize** ✓ The characters discover a treasure map in Billy Bones's packet. Squire Trelawney decides to lead a team in search of the treasure.
- 2. Character** ✓ Possible response: Dr. Livesey cares about Jim. I can tell Dr. Livesey feels this way because he calls Jim brave, and in the illustration I can see Dr. Livesey putting an arm around Jim's shoulder.

**Predict 1 EL**

What will happen on the journey to Treasure Island?

**SCENE TWO**

[**SETTING** Aboard the ship *Hispaniola*. JIM, DR. LIVESEY, SQUIRE TRELAWNEY, and CAPTAIN SMOLLETT are in the captain's cabin. A large barrel sits on the deck.]

**SMOLLETT:** We'll reach the island tomorrow.

**JIM:** And then we'll be rich!

**LIVESEY:** We've been lucky. The sea has been calm, and the crew has been **lively**.

**TRELAWNEY:** We can thank Long John Silver for finding the crew. It's a good thing I found *him*! He's only a cook, but those tough sailors respect him.

**JIM:** He tells interesting stories, too.

**BL** **SMOLLETT** [worried]: Yes, he **favours** you.

**LIVESEY:** Jim, would you **fetch** me an apple? **2**

**JIM:** **Aye-aye**, Doctor.

[JIM exits the cabin and walks to the barrel. He reaches into the barrel but can't reach the apples. He climbs in, just as LONG JOHN SILVER and other PIRATES enter. SILVER has a wooden leg. A parrot perches on his shoulder.] **3**



**In Other Words**  
**lively** excited and full of energy  
**favours** is very friendly to  
**fetch** get  
**Aye-aye** Yes



**Anthology**  
pages 366–367

## Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Then ask: *Based on what happens in Scene One, what do you think will happen on the journey?* (Possible response: The pirates will chase Jim and the others to try to get the map from them.)
- 2 Describe Characters** ✓ *How do the men and Jim feel about Long John Silver at this point in the play?* (Possible response: The men like Silver. Trelawney likes Silver because the men respect him. Jim thinks Silver tells good stories. Smollett is the only one who seems worried.) Remind students to read on to see if, and how, the characters' feelings or opinions about Silver change.
- 3 Analyze Elements of Drama** *How do the stage directions help you read the play?* (Possible response: They describe the setting, how Smollett feels about Silver, and help me picture where Jim is hiding when the pirates enter.)

## Differentiate

### BL Below Level

**ISSUE** Students cannot distinguish between lines of dialogue and stage directions.

**STRATEGY** Point out that the stage directions are written in italics and contained within sets of brackets. Have students practice distinguishing between the two by pointing to examples of stage directions and dialogue in the lines of the play.

### EL English Learners

**ISSUE** Students do not have the language to express their predictions.

**STRATEGY** Have students draw pictures of their predictions. Then have students repeat after you as you describe what you see in the drawings.

**SILVER** [talks quietly to PIRATES]: No, it was Flint. He was captain. I was **second-in-command**. If I knew where the treasure was buried, I'd be dead, like old Ben Gunn!

BL

**FIRST PIRATE**: I still say we should kill them and take the map!

**4 SILVER**: And who will bring the ship home? None of us can **set a course**. No, we should let them dig up the treasure. When we're halfway home, then we'll **strike**!

**SECOND PIRATE**: Aye! And then we'll live like kings! **5**



In Other Words  
**second-in-command** next in charge  
**set a course** find the way back  
**strike** attack

368



**SN** [PIRATES exit, laughing. JIM climbs out of the barrel and runs to the cabin.]

**JIM** [excited]: They're pirates!

**SMOLLETT**: Who?

**JIM**: The crew! I heard them talking. Silver is their leader! **6**  
They plan to **seize** the ship and steal the treasure!

**TRELAWNEY** [stunned]: This is my fault. I never should have told anyone we were **after** treasure.

**LIVESEY**: That doesn't matter now. We'll have to fight them.

In Other Words  
**seize** take control of  
**stunned** shocked  
**after** looking for

369

Anthology  
pages 368–369

- 4 Use Important Details to Summarize** ✓ *Describe Long John Silver's plan in your own words.* (Possible response: Long John Silver plans to let the crew find the **treasure** and bring it back to the ship. When the ship is close to home, he and the other pirates will kill the crew and take the **treasure**.)
- 5 Make Inferences** *Do the pirates know Jim is in the barrel? How can you tell?* (Possible response: The stage directions say that Jim climbs into a barrel before the pirates enter. If the pirates had known Jim was there, they wouldn't have talked about their plan.)
- 6 Describe Characters/Predict** ✓ *Do you think Jim will change his mind about Long John Silver? Why or why not?* (Possible response: Yes. At first Jim does not know Silver is a pirate. Now that he knows, he will not trust Silver.)

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty understanding how dialogue in a play works.

**STRATEGY** Assign a character to each student and have students take turns reading the lines for their characters aloud to understand that dialogue is like a conversation between characters.

### SN Special Needs

**ISSUE** Students struggle to use stage directions to understand the action of the play.

**STRATEGY** Have students pause to identify whether each stage direction refers to how something or someone looks, sounds, feels, or moves.



370

Anthology  
pages 370–371

**SMOLLETT** [looks at the treasure map]: Gentlemen, I have a plan. The map shows a **fort** on the island. I'll give the crew some free time on shore. They can take a rowboat. Then we'll go **ashore** and **occupy** the fort. **1**

[Lights fade.]

**NARRATOR:** Jim had his own plan. He hid in the rowboat under a piece of sail cloth. The pirates rowed to the island, eager for treasure. As soon as they **touched** land, Jim jumped out of the rowboat. **2 3**



In Other Words  
**fort** building  
**ashore** to the island  
**occupy** stay in  
**touched** arrived on

#### ► Before You Move On

- 1. Character** What does Jim find out about the crew on the journey to Treasure Island? How does this change him?
- 2. Elements of Drama** Where does Scene Two take place? Explain how you know.

371

## Read and Build Comprehension

### **1 Make Inferences** *Why do you think Smollett wants to go to the fort?*

(Possible response: I read that Smollett wants to occupy the fort. I know that forts are designed to protect people. And so Smollett must think they will be able to defend themselves from the pirates there.)

### **2 Use Important Details to Summarize** *How would you summarize the most important events in Scene Two?* (Possible response: Jim, Livesey, Trelawney, and Smollett are sailing for Treasure Island. Jim finds out that Silver is a pirate who plans to steal the **treasure** and the ship. Smollett plans to occupy a fort to defend against the pirates. Jim hides on the pirates' rowboat.)

### **3 Confirm Predictions** Have students revisit the predictions they made on page 366 and compare them with what happens on the journey.

## Check & Reteach

### **OBJECTIVE:** Describe Characters

Check for accurate responses to all of the comprehension questions about characters. Suggest that students use time-order words such as *first*, *before*, and *later* to organize their thoughts about how a character changes over the course of a story.

### **OBJECTIVE:** Use Important Details to Summarize

As students summarize, check that they include only important details. Have students review each page of Scene Two and identify main details. Next, have students determine important details. Ask students to summarize the events in a few short sentences.

## Answers Before You Move On

- 1. Character**  Jim finds out that the crew is made up of pirates led by Long John Silver. Jim now plans to stop the pirates from stealing the **treasure**.
- 2. Elements of Drama** Scene Two takes place on the *Hispaniola*, the ship Trelawney hires to find the **treasure**. I know because the illustrations show the characters aboard a ship and the stage directions describe the setting as being this ship.

# Writing

## 4 Write a Scene

**REVIEW** Ask: *What are some important elements of drama that a writer should include when writing a scene in a play?* (setting, stage directions, dialogue)


Explain that each student will write a scene in a play about an event from his or her life. Model how to use elements of drama to write a scene from a play:

Think Aloud	Write
<i>I will write stage directions to describe the setting.</i>	[SETTING <i>The play begins in an art studio. AUNT JEN is pinning a blank piece of paper to an easel. SUE enters, carrying a bag.</i> ]
<i>Next, I will write dialogue, or what the characters say.</i>	<b>AUNT JEN:</b> Are you ready to learn how to paint trees today, Sue? <b>SUE:</b> Yes! I bought a set of new paints, just like you asked me to do.
<i>I will write some stage directions along with my dialogue.</i>	<b>AUNT JEN</b> [ <i>opening the bag and looking worried</i> ]: Uh-oh. You didn't happen to buy some new brushes, too?

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

Have students work independently to write their scenes. Invite volunteers to gather in small groups to act out some of the scenes. Have students add their scenes to their Weekly Writing folders.

See **Differentiate**



**WRAP-UP** Have small groups of students play a guessing game. One at a time, have each student in a group describe several traits belonging to a character from "Treasure Island" while the other students try to guess the character. Encourage students to limit their descriptions to one or two words.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T351l

### Daily Grammar ✓

Point to the subject pronouns *you, they, it, we, and I* on **Anthology** page 365. Then use page T351n to teach rules for subject pronouns.

### Daily Writing Skills ✓

Show how to combine these sentences to clarify ideas: Jim is brave. Jim jumps into the boat with the pirates. (Jim is brave, so he jumps into the boat with the pirates.) Then use page T351p to practice combining sentences.

## Differentiate

### BL Below Level

**ISSUE** Students do not feel confident writing dialogue for a play.

**STRATEGY** Have each student pretend to be one character from his or her play and ask a partner to play the part of another character in the play. Have partners talk to each other in character and write down the things they say to create lines of dialogue. Then have students add the characters' names and some stage directions that describe how the lines should be read.

### SN Special Needs

**ISSUE** Students have difficulty translating imagined dialogue into written form.

**STRATEGY** Have students make audio recordings of imagined dialogues. As they listen to their recordings, have students stop to write the dialogue down, using appropriate punctuation and adding stage directions as necessary.

## OBJECTIVES

### Thematic Connection: Destinations

- Describe Characters
- Use Important Details to Summarize

## PROGRAM RESOURCES

### TECHNOLOGY ONLY

#### Read with Me: Selection Recordings:


MP3 or CD 2 Track 15

#### My Vocabulary Notebook

#### Comprehension Coach

## MATERIALS

timer • self-stick notes



## WARM-UP

Have pairs of students think about how Jim Hawkins and Long John Silver are feeling at the beginning of Scene Three. Have partners speak to each other in character to express Jim and Silver's feelings about the events that have happened in the play so far.

## Power Writing

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

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

## Vocabulary Practice

### 1 Share Word Knowledge

**REVIEW** Have students use the Example Chart they made on Day 3. Review what the charts show.

Then pair each student with a partner who studied a different Key Word. Have partners follow **Vocabulary Routine 3**.

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

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

### Key Words

adventure · chart · coastal  
 compass · determine · discovery  
 exploration · interpret · legend  
 navigation · port · relationship  
 treasure

## Academic Talk

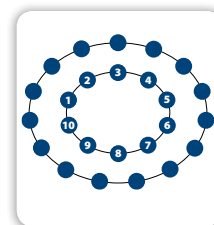
### 2 Summarize Reading

**REVIEW** Remind students: *When you summarize, you include only the most important details.* Explain that students will use Key Words to summarize what they have read of "Treasure Island."

Write these Key Words: *adventure, navigation, treasure, relationship.* Use a **Fishbowl** to help students summarize.

- Have students on the inside summarize Scene One on **Anthology** pages 362–365.
- Have students on the outside listen for Key Words and the most important events.
- Have groups change positions. The new inside group summarizes Scene Two on pages 366–371 while the outside group listens for Key Words and important events.

For **Fishbowl**, see page BP45.



**Fishbowl**

## COMMON CORE STANDARDS

### Reading

Summarize	CC.4.Rlit.2
Describe a Character	CC.4.Rlit.3
Refer to Structural Elements of Drama	CC.4.Rlit.5
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.a
Write Over Shorter Time for Specific Tasks	CC.4.W.10

### Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.4.L.6
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- 1** **Predict**  
If there is **treasure**, who will get it, and how?

**SCENE THREE**

[**SETTING** The island. Sand and palm trees.]

[JIM runs across the stage.]

**SILVER** [from offstage]: Jim, Jim! Come back!

**JIM**: No chance of that, you pirate!

[The PIRATES rush onstage, followed by SILVER.]

**FIRST PIRATE**: I'll fetch him back!

**SILVER**: Don't hurt him!

**JIM** [to himself]: I thought he was my friend! I'll never trust him again!

[The PIRATES chase JIM. JIM runs offstage, followed by the PIRATES.]



**JIM** [enters from offstage, alone and out of breath]: I think I've lost them. [hopeless] I was foolish. Why didn't I stay with my friends? [points upstage] There's a cave! I'll hide there!

[JIM goes into the cave. BEN GUNN enters the cave from offstage.]

**JIM and BEN** [surprised]: Oh!

**BEN**: Are you real, boy? Who are you?

**JIM**: I'm Jim Hawkins. Who are you?

**BEN**: I'm Ben Gunn. For three years I've been alone here!

**JIM**: Were you shipwrecked?

**BEN**: No, I was **marooned**, left here to die. I stayed alive by trapping wild goats. What I wouldn't give for a bit of toasted cheese! [grabs JIM's arm] Tell me **true**, boy! Is that Flint's ship out there? **2 3 EL BL**

**In Other Words**  
**upstage** toward the back of the stage  
**marooned** left on shore alone  
**true** the truth

**STUDENT TECHNOLOGY**



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

**Anthology**  
pages 372–373

**Reading**

**3 Read and Build Comprehension**

- 1 Predict** Read aloud the question. Have students give reasons to support their predictions. (Possible response: I predict that Long John Silver will get the **treasure** because I know he is a pirate.)
- 2 Use Important Details to Summarize** Review pages 372–373. *What are the important ideas from this part of the play?* (Possible response: Jim runs from the rowboat, and the pirates chase after him. Jim hides in a cave and finds an old man named Ben Gunn who was left to die on the island three years ago.)
- 3 Ask Questions** *What are some questions you might ask about Ben?* (Possible response: Why was he marooned? How does he know Captain Flint?)

**Differentiate**

**BL Below Level**

**ISSUE** Students cannot remember all the questions they had while reading.

**STRATEGY** Provide students with self-stick notes to record their questions as they read. When it is time to discuss the play, have students use their notes to prompt questions.

**EL English Learners**

**ISSUE** Students lack sufficient vocabulary to explain why a detail is important.

**STRATEGY** Ask forced-choice questions: *Which is more important: \_\_\_\_\_ or \_\_\_\_\_? Could you understand what is happening in the play without \_\_\_\_\_?*

**JIM:** No, Flint's dead. Some of his crew are **on board**, though. They're after Flint's treasure.

**BEN:** Hee-hee, they won't find it! [suddenly scared] I hope they don't find *me*!

**JIM:** Ben, I have friends here. They are at the fort now. Can we get to the fort without being seen?

**BEN:** Flint's fort? Hee-hee, I know a secret path. Come, Jim!

[Lights fade.]

**NARRATOR:** Ben led Jim to the fort. That night, the pirates attacked the fort. Jim **slipped away**. But when he returned, the pirates were in control of the fort and his friends were gone! The pirates captured Jim.

[Lights on. Another part of the island. SILVER holds the map with one hand. With the other hand, he holds JIM by the elbow. Nearby, PIRATES are digging.]

**SILVER:** Ah, Jim, your friends became as gentle as lambs when they thought I had you. The doctor traded the map for your safety. Well, I didn't have you then, but I do now! [to the PIRATES] Dig, you lazy dogs! **1**

**SECOND PIRATE:** Here, we've struck something!

**FIRST PIRATE:** It's a treasure chest!

**SILVER:** Haul it up!

In Other Words  
**on board** on the ship  
**slipped away** escaped  
**Haul** Pull

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[PIRATES pull up the treasure chest. SILVER **knocks back** the lid. They stare inside.]

**FIRST PIRATE:** Two gold coins? That's Flint's treasure? Two coins?

**SILVER:** There must be a mistake!

**SECOND PIRATE:** We trusted you! *That was our mistake!* **2**



In Other Words  
**knocks back** opens

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**Anthology**  
 pages 374–375

## Fluency

**Practice Expression, Accuracy, and Rate** As students read, monitor their expression, accuracy, and rate.

## Mini Lesson

### Interpret Characters

Explain that students can use the following elements of drama to help them understand and interpret characters in a play:

- a character's words and actions
- the way other characters react to a character
- stage directions describing a character and what the character does

Display **Student eEdition** page 374. Model using words and actions to interpret a character: *The character Ben has turned wild from being left alone on the island. I can tell this because Ben says "Hee-hee" when nothing about the situation is actually funny.*

Display **Student eEdition** page 372. Practice using Long John Silver's actions to interpret what he is like: *Long John Silver orders the pirate not to hurt Jim. What does this tell you about Silver?* (Possible response: Silver cares about Jim.)

Elaborate: *Story authors can give different clues about characters than play authors can. If this play were a story, how might the author have described the characters?* (Possible response: The author might have included information about what each character was thinking and feeling.)

To check understanding, have students provide examples of dialogue and actions from the play that support their interpretation of a character such as Jim, Trelawney, Livesey, or Smollett.



**3** [JIM **breaks free** and runs offstage. Lights fade. Sound of pirates fighting. When the lights come back on, SQUIRE TRELAWNEY, DR. LIVESEY, CAPTAIN SMOLLETT, and BEN GUNN are waiting by a rowboat. They are carrying heavy sacks. JIM enters.]

TRELAWNEY: Jim! Jim, you're safe!

JIM: Hurry! They'll be after me!

[They all climb into the boat.]

LIVESEY: When Ben told us he had the treasure, I knew the map was useless.

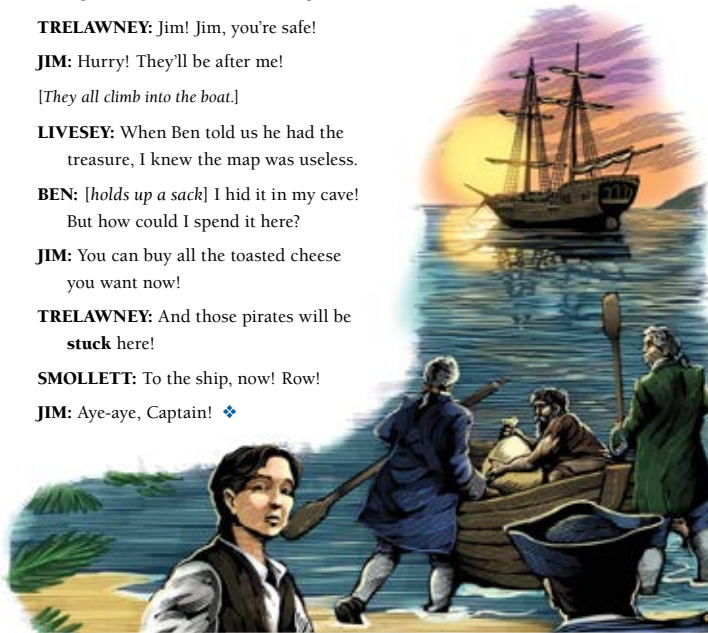
BEN: [holds up a sack] I hid it in my cave! But how could I spend it here?

JIM: You can buy all the toasted cheese you want now!

TRELAWNEY: And those pirates will be **stuck** here!

SMOLLETT: To the ship, now! Row!

JIM: Aye-aye, Captain! ♦



In Other Words  
**breaks free** escapes  
**stuck** trapped

► **Before You Move On**

- 1. Summarize** In the end, who gets the **treasure**, and how?
- 2. Character** How does Jim's relationship with Ben change? Explain.

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Anthology page 376

## Read and Build Comprehension

- 1 Describe Characters** ✓ *How does Long John Silver's character change?*  
(Possible response: At the beginning, Silver seems interesting, and everybody likes him. Later, Silver shows that he is dishonest, cruel, and violent.)
- 2 Use Important Details to Summarize** ✓ *Which details should you include in a summary of what happens when the pirates dig up the treasure?* (The pirates find only two gold coins in the chest and are angry with Silver.)
- 3 Make Inferences** *Why are the pirates fighting?* (Possible response: I read that the pirates say it was a mistake to trust Silver. I think the pirates believe that Silver took the **treasure** and are fighting to get it back.)

## Check & Reteach

**OBJECTIVE: Describe Characters** ✓

Check for accurate responses to all of the comprehension questions about characters. If students have difficulty seeing how a character changes, have them list what a character says or does at both the beginning and end of the play. Then have students compare the lists. Encourage them to identify events and relationships that may have led to the change.

**OBJECTIVE: Use Important Details to Summarize** ✓

Check for accurate responses to all the summarizing questions. If students struggle with important details, have them experiment with leaving some details out when reading a section of the play. At the end of a reading, ask whether they could follow what happens. Explain that important details are ones that must be retold.

## Best Practices

**Link to Experience** As students talk, link selection topics to students' personal experiences. For example: *Ben and Jim change the way they think about each other after they get to know each other better. When have you met someone in your life and thought differently about him or her after getting to know him or her better?*

## Answers Before You Move On

- 1. Summarize** ✓ Ben, Jim, the Squire, and the others get the **treasure** that Ben had hidden in his cave. While the other pirates are fighting, Jim and his friends put the **treasure** in a rowboat and prepare to head back to the ship.
- 2. Character** ✓ At first Jim and Ben are surprised and scared of each other, but then they learn to trust each other and work together against the pirates.


**AWARD WINNER**

**Meet the Author**

## Robert Louis Stevenson

The play "Treasure Island" is based on a book by Robert Louis Stevenson. Stevenson was born in 1850 in Scotland. When he was young, Stevenson was often sick, and Scotland's cold, foggy climate was bad for his health. When he grew up, he traveled to warm islands like the ones he wrote about in his adventure books. Later in his life, Stevenson moved to the island of Upolu, in Samoa. There he was called *Tusitala*, or "Teller of Tales."

The story *Treasure Island* began as a homemade map of a made-up island. The map grew into a story idea, and the story idea grew into a book about buried treasure, pirates, and adventure. The book was a big success.



◀ A portrait of Robert Louis Stevenson appears on a Western Samoan postal stamp.

**Writer's Craft**

Stevenson created many colorful characters for his story. Look at some of the characters in this play. Then write a short description of a new character that could be part of this play.

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Anthology page 377

### 4 Meet the Author

Have students silently read the biography. Display a world map and point out Scotland and the Pacific islands where Stevenson traveled. Discuss how the climates would be different in these two places in the world.

After students read the biography, build comprehension:

- **Make Inferences** *Why do you think Stevenson moved from Scotland to the island of Upolu in Samoa?* (Possible response: I read that the cold, foggy climate of Scotland was bad for Stevenson's health. I know that he visited warmer islands, and so I think that the warmer climate would help him feel better.)
- **Use Important Details to Summarize** *Summarize the events that led Stevenson to write "Treasure Island."* (Possible response: Stevenson moved to warm islands, created a map of a made-up island, and came up with the story idea that grew into "Treasure Island.")
- **Make Connections** *The warm islands inspired Stevenson to write "Treasure Island." How does this remind you of things that inspire other authors?* (Possible response: The first paragraph is about how Stevenson traveled to warm islands like the ones he wrote about in his adventure books. It reminds me of a biography I read about a poet who wrote poems about places in nature that she visited. Now I understand how going to an amazing place also inspired Stevenson to write.)

# Writing

## 5 Writer's Craft **Anthology** page 377

Read aloud the instructions in the Writer's Craft feature on **Anthology** page 377. Elaborate: *After you have written a short description of your new character, use that description to help you write a scene for "Treasure Island" in which your new character appears.*

Model using elements of drama to bring a character description to life in a scene.

Think Aloud	Write
<i>First, I will write a brief description of my character.</i>	Lenny is a small, older man who walks slowly with a cane. He seems glad that Jim, Trelawney, and the others escaped the island. However, he secretly wants the treasure for himself.
<i>Next I will use stage directions to describe my character's actions in a scene.</i>	[ <i>While the rest of the crew is busy sailing the ship through a storm, LENNY drops his cane and runs into the captain's room, looking for the treasure.</i> ]
<i>Then I will use dialogue to show what my character says.</i>	LENNY: [ <i>snarling to himself</i> ] You thought I was your friend, Captain, but my only friend is gold!
<i>Finally, I will show how another character reacts to my character.</i>	[ <i>CAPTAIN SMOLLET bursts in and discovers LENNY.</i> ] CAPTAIN SMOLLET: [ <i>unsurprised</i> ] Aha! I knew you would be here. Luckily, the gold you seek is not!

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

Have students work independently to write character descriptions and additional scenes. Have students add their descriptions and scenes to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T351l

#### Daily Grammar ✓

Point out subject pronouns on **Anthology** page 376, such as *they, you, he, and I*. Then use page T351n to practice subject pronouns.

#### Daily Writing Skills ✓

Demonstrate combining these sentences for clarity: Ben hid the treasure. The map did not lead the pirates to the treasure. The treasure was in Ben's cave. Then use page T351p to practice combining sentences to clarify ideas.

## Differentiate

### SN Special Needs

**ISSUE** Students have difficulty writing coherent sentences.

**STRATEGY** Invite students to write a series of descriptive words and phrases first and then use sentence frames such as: My character is named \_\_\_\_\_. He/She is very \_\_\_\_\_. He/She says, "\_\_\_\_\_."

### AL Above Level

**ISSUE** Students have multiple ideas for descriptions.

**STRATEGY** Encourage students to try out multiple versions of the same description, using different descriptive details. Students can then ask partners to suggest the most effective versions to use in their character descriptions.

## WRAP-UP

Have small groups think about the character of Jim in "Treasure Island" and discuss how he changed over the course of the play. Remind groups to use examples from the play to support their ideas and to explain what experiences they think changed Jim most. Invite one representative from each group to present the group's conclusion to the rest of the class.

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Destinations

- ✓ Describe Characters
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Unit Concept Map: Practice Master PM6.1
- Test-Taking Strategy Practice: Practice Master PM6.5
- Character Map: Practice Master PM6.6
- Fluency Practice: Practice Master PM6.7

### TECHNOLOGY ONLY

- 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 *compass*.

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

## COMMON CORE STANDARDS

### Reading

- Refer to Details and Examples When Explaining Text CC.4.Rlit.1
- Describe a Character CC.4.Rlit.3
- Read Orally with Expression on Successive Readings CC.4.Rfou.4.b

### Writing

- 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

## WARM-UP

Tell students to imagine that they are writing a new pirate story or play. Ask: *What would your pirate be like? What would your hero be like?* Have students identify character traits for their characters and share their ideas in small groups.

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **relationship**, **determine**. Call students' attention to the other Key Words on **Student eEdition** page 378.

Then have students apply their knowledge of the Key Words to play a game called Picture It! Explain the instructions:

- *Work with a partner to draw pictures showing the meanings of two Key Words. For example, if you pick the word **exploration**, you might show people walking through a big, dark cave.*
- *When everyone is finished, you will hang your pictures in the classroom.*
- *Partners will work together to guess the Key Word associated with each picture.*
- *The partners who guess the most words correctly win the game.*

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

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

### Key Words

adventure · chart · coastal  
compass · determine · discovery  
exploration · interpret · legend  
navigation · port · relationship  
treasure



Key Words	
adventure	interpret
chart	legend
coastal	navigation
compass	port
discovery	treasure
exploration	

## Talk About It

- If you were an actor in this **play**, how would you know how to move or speak on the stage? Use two examples as you explain.

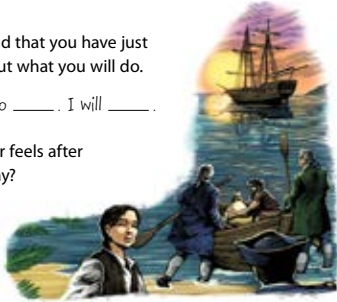
Actors use \_\_\_\_\_ to tell them how to speak and move.  
For example, \_\_\_\_\_.

- Imagine that you are Ben Gunn and that you have just met Jim. **Express intentions** about what you will do.

Here's my plan, Jim. I am going to \_\_\_\_\_. I will \_\_\_\_\_.

- How do you think Long John Silver feels after he opens the **treasure** chest? Why?

Long John Silver feels \_\_\_\_\_.  
because \_\_\_\_\_. I think this  
because \_\_\_\_\_.



Learn test-taking strategies.  
NGReach.com

## Write About It

Think about Jim's **adventure**. Compare it to the adventures of another story character you have read about. Write a paragraph to compare the adventures. Use **Key Words** and examples to explain your points.

The adventure that Jim experienced was \_\_\_\_\_.

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Anthology page 378

### STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

## Daily Language Arts

### Daily Spelling and Word Work

Test page T351k

### Daily Grammar

Point to the indefinite adjective *some* on **Anthology** page 371. Then use page T351n to review and assess indefinite adjectives and subject pronouns.

### Daily Writing Skills

Point out Jim's first lines on **Anthology** page 362 and show how they can be combined: Billy's been here eight months, and he never gave us any trouble. Then use page T351p to assess combining sentences.

## Academic Talk

### 2 Talk About It

Have partners use Key Words as they discuss the **Talk About It** questions. Point out that in order to answer items 2 and 3, students should think about the characters' values and what they treasure. This will help students know how Ben Gunn and Long John Silver feel and how they would act.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM6.5** to ask more questions about the selection.

## Writing

### 3 Write About It

Read aloud the directions on **Anthology** page 378. Suggest that students begin their writing by making a T chart, listing details about Jim's adventures in the first column and details about another adventure story in the second column. Explain that students can use details from this chart to help them identify how the adventures are similar and different.

Encourage students to use Key Words as they write. Provide an example: *The adventure that Jim experienced was exciting, and it involved the discovery of treasure.*

Have students add their paragraphs to their Weekly Writing folders.

## Answers Talk About It

- 1. Explain Elements of Drama** Actors use stage directions to tell them how to speak and move. For example, "Billy shudders and lies still."
- 2. Express Intentions** Possible response: Here's my plan, Jim. I am going to get the **treasure** from my hiding place. I will escape with you.
- 3. Analyze Characters** Long John Silver feels disappointed because the treasure chest only has two coins in it. I think this because he says, "There must be a mistake!"

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

### Test-Taking Strategy Practice

#### Predict the Answer

Read each question about "Treasure Island." Choose the best answer.

#### Sample

- Who hid in the barrel and overheard the sailors talking?
  - A Jim
  - B Long John Silver
  - C Trelawney
  - D Smollett
- When Jim is hiding in the barrel, what does he learn about Long John Silver?
  - A He is a cook.
  - B He is a pirate.
  - C He tells interesting stories.
  - D He has a wooden leg.
- Who hid the treasure in the cave?
  - A Jim
  - B Trelawney
  - C Ben
  - D Long John Silver

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

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For use with TE p. T378

PM6.5

Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.5

Differentiate

**EL** English Learners

**ISSUE** Students lack language proficiency necessary to write about character traits.

**STRATEGY** Prompt with forced-choice questions: *When Jim hides in the rowboat, is he fearless or fearful? When he learns that he has been tricked, does he feel clever or foolish?* Have students add these words about Jim to the character map.

**SN** Special Needs

**ISSUE** Students lack focus necessary to identify character traits.

**STRATEGY** Ask: *What does the character say and do?* Have students find one clue (action or piece of dialogue) that tells about the character. Then ask: *If you saw someone say or do the same thing, what would that tell you about the person?* Help students to record the information in the character map.

**BL** Below Level

**ISSUE** Students cannot synthesize story details at particular points to determine how traits change.

**STRATEGY** Choose two or more story details from the beginning of the play. Model how to put them together. For example: *At the beginning, Billy chose Jim to hide the packet. Jim hid the packet, as he was asked. I think this shows that Jim is trustworthy.* Then pick out two or three events in the middle and at the end of the play. Help students put them together to identify a trait.

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

**Character Map**  
**"Treasure Island"**  
 Complete the character map to tell how Jim changes in the play.

Character Map	
<b>Events</b> joining the treasure hunt hearing the pirate's plan hiding in the rowboat finding Ben being captured by the pirates breaking free	<b>Relationships</b> Dr. Livesey Long John Silver Ben Smollett Trelawney
Jim	
<b>Beginning</b> boyish but brave	<b>Middle</b> Possible response: foolish for trusting Long John Silver
	<b>End</b> Possible response: more cautious about people; wiser from his adventure

Use your character map to retell the story to a partner and explain how Jim changed.

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Comprehension

**4** Characters  Anthology page 379

**REVIEW** Display **Student eEdition** page 379. Read aloud the instructions and the character map. Explain that by identifying and comparing traits that Jim shows at different points of the story, readers can understand how Jim changes.

Review **Anthology** pages 366–372. Ask: *What does Jim do or say in the middle of the story?* (Possible responses: He tells his friends what he has overheard about the pirates; he hides in the rowboat with the pirates.) Ask: *What does this show about Jim?* (Possible responses: He feels foolish for trusting Long John Silver; he is brave to the point of being foolish.) Explain that these traits would go in the box marked *Middle*.

Have partners work together to complete **Practice Master PM6.6**. Encourage students to fill in as many traits as they can for Jim. This will make it possible for them to see the different ways Jim may have changed. If necessary, ask questions such as: *What does Jim do next? What does that tell us about him?*

See **Differentiate**

Check & Reteach

**OBJECTIVE:** Describe Characters

As partners fill in their character maps, circulate and check to see that students show how Jim changes in one or more ways from the beginning of the story to the end.

If students have difficulty seeing a change in Jim, ask the following questions:

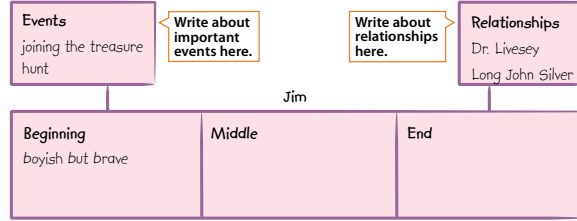
- *What does Jim know at the end of the story that he did not know at the beginning?*
- *What things happen to Jim during the story? How does he react to those things?*

Guide students to understand that he would most likely do things differently now because he is different—he has learned from his experiences and they have changed him.

## Characters

Make a character map for Jim, the main character in "Treasure Island." Show how he changes.

### Character Map



Now use your chart as you retell the story to a partner. Focus on Jim and how he changes. Use as many **Key Words** as you can. Record your retelling.

In the beginning, Jim is \_\_\_\_\_.  
Then, \_\_\_\_\_. When he meets \_\_\_\_\_, Jim \_\_\_\_\_.  
At the end, Jim is \_\_\_\_\_.

## Fluency Comprehension Coach

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

### Talk Together

Why did Jim and his friends seek **treasure**? Role-play an interview with Jim and his friends. Talk about why they left England aboard the ship. Try to use **Key Words**.

## 5 Fluency Anthology page 379

Have students read aloud the passage on **Practice Master PM6.7** 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 379

Have students prepare by writing several interview questions. Have students take turns playing the roles of Jim and his friends to answer the questions.

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

**Fluency Practice**

### "Treasure Island"

Expression is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

JIM [enters from offstage, alone and out of breath]: I think I've lost them. [hopeless] I was foolish. Why didn't I stay with my friends? [points upstage] There's a cave! I'll hide there!  
[JIM goes into the cave. BEN GUNN enters the cave from offstage.]  
JIM and BEN [surprised]: Oh!  
BEN: Are you real, boy? Who are you?  
JIM: I'm Jim Hawkins. Who are you?  
BEN: I'm Ben Gunn. For three years I've been alone here!  
JIM: Were you shipwrecked?  
BEN: No, I was marooned, left here to die. I stayed alive by trapping wild goats. What I wouldn't give for a bit of toasted cheese! Tell me true, boy! Is that Flint's ship out there?

From "Treasure Island," page 373

**Intonation**

Does not read with feeling.  Reads with appropriate feeling for most content.  
 Reads with some feeling, but does not match content.  Reads with appropriate feeling for all content.

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

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

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**PM6.7** Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.7

## WRAP-UP

Have students discuss Long John Silver's reasons for seeking treasure. Ask: *Do you think these are good reasons?*

# Week 1 Writing Project

## OBJECTIVES

**Thematic Connection: Destinations**

✔ Write an Adventure Story: Sentence Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.44

### TECHNOLOGY ONLY

Adventure Story: eVisual 6.5

Writing Trait: Fluency: eVisual 6.6

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

Plan, Revise, and Edit Writing	CC.4.W.5
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
Produce Complete Sentences	CC.4.L.1.f
Use Knowledge of Conventions	CC.4.L.3

## Write an Adventure Story

Display and read aloud the prompt.

You are going to enter a storytelling contest. Write an adventure story about a treasure seeker. Make the judges feel the excitement, danger, and surprise of the adventure!

## Study a Model

### Read an Adventure Story

Explain: *Let's read a student's adventure story.* Display and read aloud **eVisual 6.5**.



### Adventure Story

#### TreasureTrap

One day a fisherman was trying his luck in a beautiful blue lagoon. He could see hundreds of fish in the clear water, but none of them would take his bait. Then, suddenly, he felt a huge yank on his line. Before he knew it, the fisherman was pulled over the side of the boat into the sea!

"I've got a big one!" he thought happily and held on tight. Soon he was at the bottom of the lagoon. There he spied a treasure chest! Letting go of the fishing rod, he pulled a small knife out of his fishing vest. He pried the top of the chest off, stuffed some gold coins into his vest, and swam up to the surface to get air.

"There are many gold coins left!" the fisherman crowed. He decided to swim back and forth to the chest until he had all the treasure.

But when the fisherman reached the bottom of the lagoon a second time, the treasure chest was gone. In its place was a huge shark, holding the fisherman's rod in its big, gleaming teeth.

[NGReach.com](http://NGReach.com) Adventure Story: eVisual 6.5



**INTERACTIVE WHITEBOARD TIP:** Underline the transitions in the sentences as you read.

### Review the Trait: Fluency

Review what makes sentences flow well: *Different types of sentences and clear transitions are used.* Display and read aloud **eVisual 6.6**.



### Writing Trait: Fluency

Fluent writing

- has different lengths and types of sentences
- sounds natural when read aloud

[NGReach.com](http://NGReach.com) Writing Trait: Fluency: eVisual 6.6



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

Have students discuss the sentence variety shown in the model.





## Prewrite

### Choose a Topic

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

**Role:** Storyteller

**Audience:** Judges of a storytelling contest

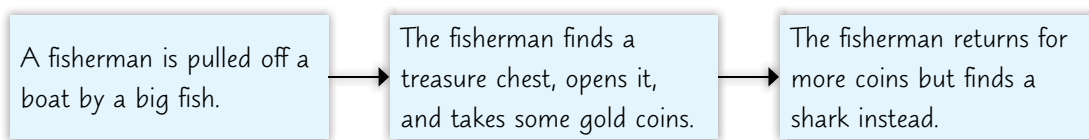
**Form:** Adventure story

Have students work in pairs to brainstorm different types of dangers that a daring treasure seeker might come across. Each student should then focus on one danger to build a story around and complete a RAFT.

### Get Organized

Review the sample: *"Treasure Trap" tells the story events in sequence. That makes it easy to follow the plot.* Display an events chain and review: *An events chain shows story events in the order they happen.* Model using the events from "Treasure Trap" to complete the events chain.

#### Events Chain



Have students use events chains to plan their stories. Remind them that events can influence what happens later in the plot.

## Draft

### Write Ideas

Have students choose appropriate layouts from **Magazine Maker** for their stories. Then have them begin drafting their adventure stories. Tell them to refer back to their events chains as they write. Also remind students to add variety to the structure and length of their sentences so their stories sound more fluent and natural.



See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have trouble organizing their ideas.

**STRATEGY** Have students write a sentence for each story event on a separate strip of paper. Encourage students to put their sentence strips in the correct order. They can then add details.

## Daily Language Arts

### Daily Spelling and Word Work

Practice pages T351k–T351l

### Daily Grammar

Have students find the conjunctions in “Treasure Trap.” (*but, and*) Use pages T351m–T351n to practice using conjunctions to combine sentences.

### Daily Writing Skills

Point out the indefinite adjective *many* in “Treasure Trap,” and then have students locate subject pronouns. Then use pages T351o–T351p to practice these parts of speech.

## Revise

### Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the adventure stories and offer ideas to improve the fluency. Display Language Frames to guide the discussion.

#### Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> <li>• The story begins with _____.</li> <li>• After that, _____.</li> <li>• The story ends when _____.</li> </ul>	<ul style="list-style-type: none"> <li>• _____ sentences flowed well together.</li> <li>• Can you combine the two sentences about _____ ?</li> </ul>

### Make Changes

Have students revise their adventure stories. Remind students to vary the length and structure of their sentences.

Demonstrate how to style text in **Magazine Maker** by selecting a word or phrase and then italicizing it, boldfacing it, and changing its size. Students may want to give the title of their adventure story some special treatment using these features.

See **Differentiate**

#### Student Sample: Revise

#### Sample Analysis

#### Treasure Trap

One day a fisherman was trying his luck in a beautiful blue lagoon. He could see hundreds of fish in the clear water, but none of them would take his bait. He felt a huge yank on his line. The fisherman was pulled over the side of the boat into the sea!

“I’ve got a big one!” he thought happily and held on tight. Soon he was at the bottom of the lagoon. There he spied a treasure chest! Letting go of the fishing rod, he pulled a small knife out of his fishing vest. He pried the top of the chest off. He stuffed some gold coins into his vest. He swam up to the surface to get air.

It’s hard to understand the flow of events here. I need to add some words to help.

These sentences all sound the same. I can combine them into a longer sentence.

## Differentiate

### Below Level

**ISSUE** Students do not know how to vary their sentences.

**STRATEGY** As an example, point out the variety in the sentence types in “Treasure Trap.” Focus on how the sentences begin in different ways. Some beginnings tell about time (*One day, Then, Before he knew it,* and so on). Others tell about place (*There, In its place*). Also have students find sentences that begin with pronouns or actions.



# Edit and Proofread

## Check the Adventure Story

Have students check their grammar and spelling, focusing on the Week 1 spelling words and on the correct use of indefinite adjectives and subject pronouns.

### Student Sample: Revise

### Sample Analysis

He pried the top of the chest off, stuffed some gold coins into his vest, and swam up to the surface to get air.

“There are much gold coins left!” the fisherman crowed. He decided to swim back and forth to the chest until him had all the treasure.

But when the fisherman reached the bottom of the lagoon a second time, the treasure chest was gone. In its place was a huge shark, holding the fisherman’s rod in its big, gleaming teeth. I

Surface is misspelled. I'll fix that.

Much is not the right adjective. I will replace it with many. I also need to use he instead of him.

# Publish and Present

## Make a Final Copy

Remind students that **Magazine Maker** allows them to style and resize text. Encourage students to experiment and try different layouts.

## Share with Others

Tell students that they will be reading their work in a storytelling event. Encourage them to memorize their stories and tell them with movement and gestures. Have students make additional copies to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student’s adventure story.

### Student Sample: Publish

**Treasure Trap**

One day, a fisherman was trying his luck in a beautiful blue lagoon. He could see hundreds of fish in the clear water, but none of them would take his bait. Then, suddenly, he felt a huge yank on his line. Before he knew it, the fisherman was pulled over the side of the boat into the sea!

“I've got a big one!” he thought happily and held on tight. Soon he was at the bottom of the lagoon. There he spied a treasure chest! Letting go of the fishing rod, he pulled a small knife out of his fishing vest. He pried the top of the chest off, stuffed some gold coins into his vest, and swam up to the surface to get air.

“There are many gold coins left!” the fisherman crowed. He decided to swim back and forth to the chest until he had all the treasure.

But when the fisherman reached the bottom of the lagoon a second time, the treasure chest was gone. In its place was a huge shark, holding the fisherman's rod in its big, gleaming teeth.

### Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's message is clear. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and logical. The writing is easy to read and follows a logical sequence.	Most of the writing is written in a conversational style and uses a variety of sentence structures. The writer's voice is clear and consistent throughout the piece.	Most of the words are appropriate for the topic and audience. The writer uses a variety of words and phrases to convey the message.	Most of the sentences are complete and use appropriate punctuation. The writing flows smoothly and is easy to read.	Most of the writing is free of errors in spelling, punctuation, and grammar. The writer uses appropriate capitalization and punctuation.	The best presentation is one that is visually appealing and easy to read. The writer uses appropriate formatting and layout to make the writing stand out.
3	Most of the writing has a clear focus and the writer's message is clear. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and logical. The writing is easy to read and follows a logical sequence.	Most of the writing is written in a conversational style and uses a variety of sentence structures. The writer's voice is clear and consistent throughout the piece.	Most of the words are appropriate for the topic and audience. The writer uses a variety of words and phrases to convey the message.	Most of the sentences are complete and use appropriate punctuation. The writing flows smoothly and is easy to read.	Most of the writing is free of errors in spelling, punctuation, and grammar. The writer uses appropriate capitalization and punctuation.	The best presentation is one that is visually appealing and easy to read. The writer uses appropriate formatting and layout to make the writing stand out.
2	The writing has a clear focus and the writer's message is clear. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's message is clear and logical. The writing is easy to read and follows a logical sequence.	Most of the writing is written in a conversational style and uses a variety of sentence structures. The writer's voice is clear and consistent throughout the piece.	Most of the words are appropriate for the topic and audience. The writer uses a variety of words and phrases to convey the message.	Most of the sentences are complete and use appropriate punctuation. The writing flows smoothly and is easy to read.	Most of the writing is free of errors in spelling, punctuation, and grammar. The writer uses appropriate capitalization and punctuation.	The best presentation is one that is visually appealing and easy to read. The writer uses appropriate formatting and layout to make the writing stand out.
1	The writing does not have a clear focus and the writer's message is unclear. Details are inaccurate and show little knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's message is unclear and illogical. The writing is difficult to read and does not follow a logical sequence.	The writing is not written in a conversational style and does not use a variety of sentence structures. The writer's voice is unclear and inconsistent throughout the piece.	The words are not appropriate for the topic and audience. The writer uses a limited vocabulary and does not use a variety of words and phrases to convey the message.	The sentences are not complete and do not use appropriate punctuation. The writing is difficult to read and does not flow smoothly.	The writing is full of errors in spelling, punctuation, and grammar. The writer does not use appropriate capitalization and punctuation.	The best presentation is one that is visually appealing and easy to read. The writer uses appropriate formatting and layout to make the writing stand out.

# Week 1 Assessment & Reteaching

= TESTED

## Assess

### OBJECTIVES

#### Reading

- Describe Characters
- Use Important Details to Summarize

### ASSESSMENTS

**Reading Comprehension Test** Unit 6, Week 1

**Finding Lost Treasure**

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

Maya hurried past the scary old house and heard a loud meowing. She looked up into a tree and saw a frightened cat. Maya climbed up gently pulled the cat close, and climbed back down.

Maya sat on the ground, petting the cat and wondering who its owner might be. Last time the door of the house creaked open, and Mrs. Jackson stepped onto the porch. Maya was afraid of Mrs. Jackson even though they had never met. Maya held the cat tightly and ran all the way home.

Maya told her mother what happened. Her mother wondered whether the cat had a home. "It can stay with us tonight," she said.

The next day, Maya was walking home from school when she saw a sign posted in front of the old house. "Lost cat named Treasure," the sign read. "Reward offered." The cat from the tree must belong to Mrs. Jackson!

When Maya reached her house, she gathered the cat in her arms and left. Nervously standing at Mrs. Jackson's front door, Maya took a deep breath as she rang the doorbell. "Treasure!" Mrs. Jackson cried joyfully after she opened the door.

Treasure purred, and Mrs. Jackson smiled. Maya opened the rest of the day with them. Mrs. Jackson offered a reward, but Maya wanted only to come back and visit again. Mrs. Jackson said that was fine, and she thanked Maya for finding her lost Treasure.

**A6.4**

**Reading Comprehension Test** Unit 6, Week 1

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

At the beginning, Mrs. Jackson seems scary, but at the end, she seems —

a) sad  
 b) angry  
 c) proud  
 d) friendly

What causes Maya to be afraid?

a) Mrs. Jackson smiles at her.  
 b) She helps a frightened cat.  
 c) She walks a dog about a lost cat.  
 d) Her mother says Treasure can stay.

You can tell that Maya has changed her mind about Mrs. Jackson when she —

a) rescues Mrs. Jackson's cat.  
 b) rings Mrs. Jackson's doorbell.  
 c) returns the cat to Mrs. Jackson.  
 d) wants to visit Mrs. Jackson again.

**A6.5**

**Reading Strategy Assessment** Unit 6

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 identify how well the student used the strategy. Circle the student's score.

Ask: *What do you do when you read a story? How do you know if you understand what you are reading?*

Plan and Monitor	Reading Strategy Rubric			
	4	3	2	1
1. The student uses the strategy to understand the text.	4	3	2	1
2. The student uses the strategy to understand the text.	4	3	2	1
3. The student uses the strategy to understand the text.	4	3	2	1
4. The student uses the strategy to understand the text.	4	3	2	1
5. The student uses the strategy to understand the text.	4	3	2	1

**SG6.30**

Reading Comprehension Test  
A6.4–A6.5

Reading Strategy Assessment  
SG6.30–SG6.31

#### Fluency

- Expression
- Accuracy and Rate

**Oral Reading Assessment** Unit 6

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

In 1848, a man in California was working near a water mill. He discovered several nuggets of gold. As the news spread of this great discovery, people traveled from all over the world. They came to seek their fortune. The Gold Rush had begun.

The journey for people coming to California was long and hard, whether by ship or across the country. Towns sprang up near places that had promise of gold. People lived in tents, wooden shacks, and camps. Life was difficult and wild.

At the beginning, gold was plentiful. The first people to arrive could find nuggets of gold in streams and rivers. If the gold seekers were lucky, they could make more money in a short time as miners than they could working back at home as laborers. Of course, not everyone was lucky.

Today, people are still looking for gold. Some experts say that only one of the gold in the world has been found. The possibility of getting rich quickly is always in people's minds.

Modern gold hunters use both old and new technologies. For example, they use devices that keep them gold might be nearby. Some people become scale miners and swim deep in the rivers to look for hidden gold. However, many use the old-fashioned way of gold panning. Gold panning starts with getting sand and small pebbles from a river bed into a pan and slowly swirling water over the mix to wash away the lighter material. Gold is heavy, so it will remain in the pan.

The most gold hunters, the dream of getting rich quickly does not come true. But if someone is lucky enough to find even just one ounce of gold in a day, he or she can sell it for a very large amount of money. That is not a bad day's work!

**A6.1**

**Oral Reading Assessment** Unit 6

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

Code	1	2	3	4
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	0	0	0	0
12	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	0	0	0	0
16	0	0	0	0
17	0	0	0	0
18	0	0	0	0
19	0	0	0	0
20	0	0	0	0
21	0	0	0	0
22	0	0	0	0
23	0	0	0	0
24	0	0	0	0
25	0	0	0	0
26	0	0	0	0
27	0	0	0	0
28	0	0	0	0
29	0	0	0	0
30	0	0	0	0

**A6.2**

**Oral Reading Assessment** Unit 6

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

1. The student uses the strategy to understand the text.

2. The student uses the strategy to understand the text.

3. The student uses the strategy to understand the text.

4. The student uses the strategy to understand the text.

5. The student uses the strategy to understand the text.

6. The student uses the strategy to understand the text.

7. The student uses the strategy to understand the text.

8. The student uses the strategy to understand the text.

9. The student uses the strategy to understand the text.

10. The student uses the strategy to understand the text.

11. The student uses the strategy to understand the text.

12. The student uses the strategy to understand the text.

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20. The student uses the strategy to understand the text.

21. The student uses the strategy to understand the text.

22. The student uses the strategy to understand the text.

23. The student uses the strategy to understand the text.

24. The student uses the strategy to understand the text.

25. The student uses the strategy to understand the text.

26. The student uses the strategy to understand the text.

27. The student uses the strategy to understand the text.

28. The student uses the strategy to understand the text.

29. The student uses the strategy to understand the text.

30. The student uses the strategy to understand the text.

**A6.3**

Oral Reading Assessment  
A6.1–A6.3

Use these passages throughout Unit 6. Work with Below Level students this week.

#### Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Syllable Types: r-Controlled: ar, er, ir, or, ur
- Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is a \_\_\_\_\_.

a) canyon  
 b) valley  
 c) desert  
 d) mountain

2. The explorer uses a map for \_\_\_\_\_.

a) balance  
 b) accuracy  
 c) navigation  
 d) behavior

3. This is a \_\_\_\_\_.

a) canyon  
 b) part  
 c) trail  
 d) road

4. Early explorers had many \_\_\_\_\_.

a) inhibitors  
 b) adventures  
 c) spaces  
 d) uppers

**A6.6**

**Vocabulary Test** Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. \_\_\_\_\_ explains symbols on a map.

a) legend  
 b) compass  
 c) elevation  
 d) altitude

2. When you find things, you make a \_\_\_\_\_.

a) note  
 b) journal  
 c) dictionary  
 d) inventory

3. A \_\_\_\_\_ shows information with numbers, pictures, and symbols.

a) map  
 b) chart  
 c) report  
 d) handbook

**A6.7**

**Spelling Words**

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

Words with r-Controlled Vowels (ar/ir/er/or/ur):

- appear
- career
- fearful
- fair
- pairing
- fair
- pair
- repair
- snorer
- appear
- stairway
- stair
- swear
- steering
- weary

Watch-Out Words:

- breath
- beathe

**A6.8**

Vocabulary Test  
A6.6–A6.7

Spelling Pretest/ Spelling Test  
T351k

#### Grammar and Writing

- Use Adjectives
- Use Pronouns
- Combine Sentences

**Writing, Revising, and Editing Test** Unit 6, Week 1

Directions: Read the paragraph. Then answer the questions.

One day Marco and his sister Susie were fishing. Instead of using fishing poles, \_\_\_\_\_ used fishing nets. The \_\_\_\_\_ times they had seen someone else use a net, it looked simple. Susie easily caught \_\_\_\_\_ fish. \_\_\_\_\_ caught more tiny ones and one big one. Marco had his net at five. Susie \_\_\_\_\_ spotted something. Marco swung his net under it. \_\_\_\_\_ times \_\_\_\_\_ kept slipping out of the net. Finally, Marco snatched it up. Inside the net was a huge glass jar with \_\_\_\_\_ copies of paper. Each piece of paper had a note on it from a student at a school in Australia!

1. Choose the answer that goes in Blank 1.

a) he  
 b) you  
 c) they

2. Choose the answer that goes in Blank 2.

a) few  
 b) some  
 c) much

3. Choose the answer that goes in Blank 3.

a) some  
 b) much  
 c) few

4. Choose the answer that goes in Blank 4.

a) he  
 b) she  
 c) she

**A6.8**

**Writing, Revising, and Editing Test** Unit 6, Week 1

Directions: Read the paragraph. Then answer the questions.

1. Choose the answer that goes in Blank 5.

a) he  
 b) he  
 c) she

2. Choose the answer that goes in Blank 6.

a) few  
 b) some  
 c) much

3. Choose the answer that goes in Blank 7.

a) he  
 b) she  
 c) she

4. Choose the answer that goes in Blank 8.

a) few  
 b) some  
 c) much

**A6.9**

**Writing Rubric**

Grade	Writing	Revising	Editing
1	Writes simple sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
2	Writes simple and compound sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
3	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
4	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
5	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
6	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
7	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
8	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
9	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.
10	Writes simple, compound, and complex sentences and paragraphs.	Revises for content and organization.	Edits for mechanics and punctuation.

**A6.44**

Writing, Revising, and Editing Test  
A6.8–A6.10

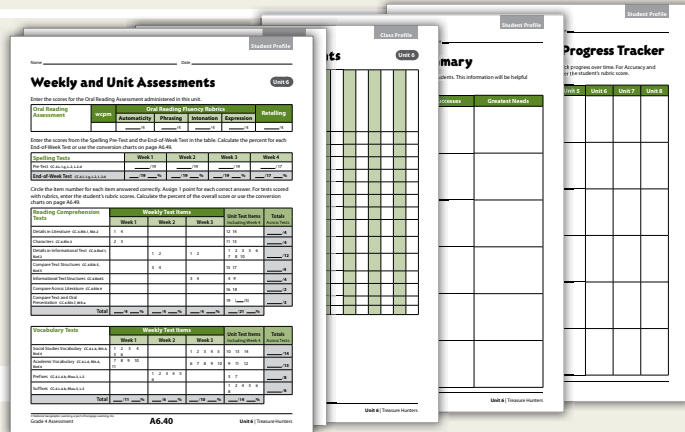
Writing Rubric  
A6.44



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A6.40–A6.41
- Class Profile:** Weekly and Unit Assessments A6.42
- Student Profile:** Strengths and Needs A6.43
- Student Profile:** Oral Reading Progress Tracker A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Characters:** Reteaching Master RT6.1

**Determine Importance:** Reteaching Master RT6.2

#### ADDITIONAL PRACTICE

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

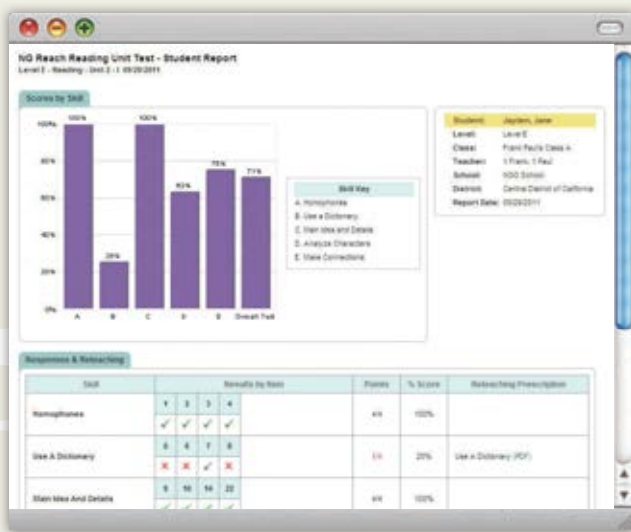
### Fluency

#### RETEACH

**Fluency Routines,** page BP33

#### ADDITIONAL PRACTICE

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



eAssessment™

### ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

**Vocabulary Routine 6,** page BP40

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

#### ADDITIONAL PRACTICE

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

**Daily Spelling Practice,** pages T351k–T351l

### Grammar and Writing

#### RETEACH

**Adjectives:** Anthology Handbook, page 602

**Pronouns:** Anthology Handbook, page 600

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

**Writing Trait: Sentence Fluency:** Reteaching Master RT6.3

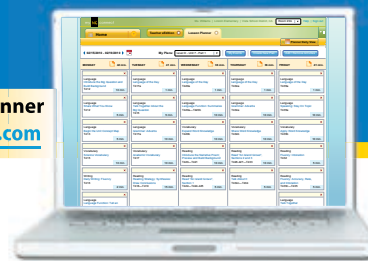
#### ADDITIONAL PRACTICE

**More Grammar Practice PM6.8**

**Daily Writing Skills Practice,** pages T351o–T351p

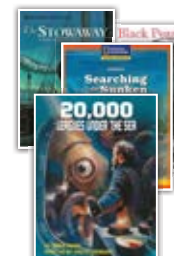
# Week 2 Planner

Online Lesson Planner  
NGReach.com



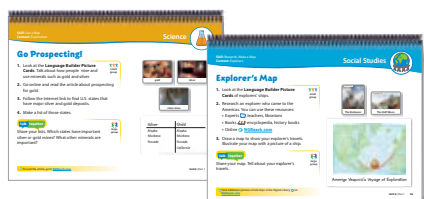
☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
	<b>Language and Vocabulary</b> 🕒 20 minutes	<b>Academic Talk</b> CC.4.SL.1.d Discuss the Big Question T379q	<b>Academic Talk</b> CC.4.Rfou.4.a Preview and Predict T380c
	<b>Reading</b> 🕒 20–40 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; ☑ Words with y, and CC.4.Rfou.3.a; CC.4.L.1.g; and Commonly Misspelled CC.4.L.2; CC.4.L.2.d; Words T379k CC.4.L.4.c <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Object Pronouns T379m <b>Vocabulary Strategy</b> CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; ☑ Prefixes T379q–T380 CC.4.L.4.b; CC.4.L.5	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; ☑ Practice T379k CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d <b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Reflexive Pronouns T379m <b>Vocabulary Strategy</b> CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4; ☑ More Prefixes T380c CC.4.L.4.a; CC.4.L.4.b; CC.4.L.5
	<b>Writing</b> 🕒 15–45 minutes	<b>Reading</b> CC.4.Rinf.10; Read Aloud: Instructions T380a CC.4.Rfou.4.a <b>Comprehension</b> CC.4.Rinf.1; CC.4.SL.2 ☑ Use Details to Comprehend Text T380a–T380 <b>Fluency</b> CC.4.Rfou.4 ☑ Model Intonation T380a <b>Power Writing</b> T379q CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.6 ☑ Use Technology T379o <b>Writing</b> CC.4.W.10 Write Instructions T380b <b>Writing Project: Explanatory Essay</b> CC.4.W.5 Study a Model T385i	<b>Reading</b> CC.4.Rinf.10; Read Instructions; CC.4.Rfou.4.a Read and Build Comprehension <b>Comprehension</b> CC.4.Rinf.1; ☑ Use Details CC.4.Rinf.7; to Comprehend CC.4.Rinf.10; Text T381–T382 CC.4.Rfou.4.a Interpret Text Features T382 <b>Fluency</b> CC.4.Rfou.4 ☑ Practice Intonation, Accuracy, Rate T381 <b>Power Writing</b> T380c CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.6 ☑ Use Technology T379o <b>Writing</b> CC.4.W.9 Write a Response T383 <b>Writing Project: Explanatory Essay</b> CC.4.W.5; CC.4.W.6; Prewrite T385j CC.4.W.10
<b>SMALL GROUP READING TIME</b>		<b>Read Social Studies Articles</b>	<b>Read Fiction Books</b>
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Social Studies Vocabulary SG11 <b>Reading</b> CC.4.Rinf.7; Read and CC.4.Rinf.10 Comprehend Informational Text SG10–SG11 Build Comprehension SG11 Comprehend Visual Information SG10–SG11	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG12–SG13 <b>Reading</b> CC.4.Rlit.10 Introduce SG12–SG13 Read and Comprehend Literature SG12–SG15 ☑ Use Important Details to Summarize SG15 ☑ Determine Theme SG14



## LEARNING STATION TIME

🕒 20 minutes



**Speaking and Listening** T379i CC.4.SL.4  
**Language and Vocabulary** T379i CC.4.L.6  
**Writing** T379i CC.4.W.2; CC.4.W.2.b  
**Cross-Curricular** T379j CC.4.W.7; CC.4.SL.1; CC.4.SL.5  
**Reading and Intervention** CC.4.Rlit.1; CC.4.Rlit.9; CC.4.Rfou.3;  
T379j, SG68 CC.4.Rfou.3.a; CC.4.Rfou.3.a; CC.4.Rfou.4.c

**Big Question** Why do we seek treasure?

Day 3

Read and Comprehend

**Academic Talk** CC.4.SL.4  
Talk Together T384

**Daily Spelling and Word Work** CC.4.Rfou.3;  
✓ Practice T379l CC.4.Rfou.3.a;  
CC.4.L.2; CC.4.L.4.c

**Daily Grammar** CC.4.L.1; CC.4.L.3  
✓ Review Subject, Object, and Reflexive Pronouns T379n  
**Vocabulary Review** CC.4.L.6  
✓ Social Studies and Academic Vocabulary T383a

**Comprehension** CC.4.Rlit.5;  
✓ Use Details to CC.4.Rinf.5  
Compare Texts T383a



**Fluency** CC.4.Rfou.4  
✓ Practice Intonation T384

**Power Writing** T383a CC.4.W.10  
**Daily Writing Skills** CC.4.W.6  
✓ Use Technology T379p  
**Writing** CC.4.L.1; CC.4.L.3  
Write to Reinforce Grammar T385  
**Writing Project: Explanatory Essay** CC.4.W.5; CC.4.W.6;  
Draft T385j CC.4.W.10

Day 4

Read and Comprehend

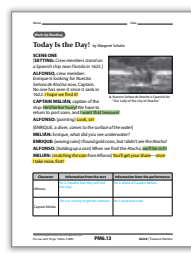
**Academic Talk** CC.4.Rinf.1  
Discuss Themes T385d

**Daily Spelling and Word Work** CC.4.L.2.d  
✓ Practice T379l

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Grammar and Writing T379n

**Vocabulary Practice** CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4;  
✓ More Prefixes T385c CC.4.L.4.b; CC.4.L.5

**Reading** CC.4.Rinf.1;  
Read a Play CC.4.Rinf.7  
T385a–T385b



**Comprehension** CC.4.Rinf.1;  
✓ Compare Oral and CC.4.Rinf.7  
Print Information  
T385a–T385b

**Fluency** CC.4.Rfou.4  
✓ Model and Practice Intonation T385b

**Power Writing** T385c CC.4.W.10  
**Daily Writing Skills** CC.4.W.6  
✓ Use Technology T379p  
**Writing** CC.4.W.9; CC.4.W.9.a  
Write About Themes T385d  
**Writing Project: Explanatory Essay** CC.4.W.5; CC.4.W.6;  
Revise; Edit and Proofread CC.4.W.10; CC.4.L.1;  
T385k–T385l CC.4.L.3

Day 5

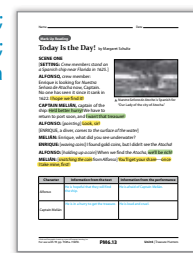
Review and Apply

**Academic Talk** CC.4.SL.1.a  
Relate Readings to the Big Question T385h

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Review T379n

**Vocabulary Practice** CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4;  
✓ Prefixes T385e CC.4.L.4.b; CC.4.L.5

**Comprehension** CC.4.Rlit.3;  
✓ Identify and CC.4.Rlit.9;  
Compare Themes CC.4.SL.1.a  
T385f–T385g



**Power Writing** T385e CC.4.W.10  
**Daily Writing Skills** CC.4.W.6  
✓ Use Technology T379p  
**Writing** CC.4.W.9.a; CC.4.W.10  
Write About Themes T385g  
**Writing Project: Explanatory Essay** CC.4.W.5; CC.4.W.6;  
Publish and Present T385l CC.4.W.10; CC.4.L.1;  
CC.4.L.3

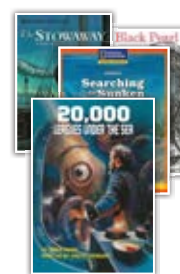
Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary  
Through Wide Reading  
SG12–SG13  
**Reading** CC.4.Rlit.10;  
Read and CC.4.SL.1.a;  
Comprehend CC.4.Rlit.2  
Literature SG12–SG15  
✓ Use Important Details to  
Summarize SG15  
✓ Determine Theme SG14



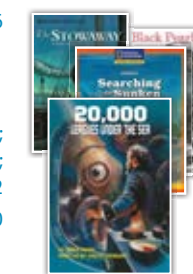
Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary  
Through Wide Reading  
SG12–SG13  
**Reading** CC.4.Rlit.10;  
Read and CC.4.SL.1.a;  
Comprehend CC.4.Rlit.2  
Literature SG12–SG15  
✓ Use Important Details to  
Summarize SG15  
✓ Determine Theme SG14



Read Fiction Books

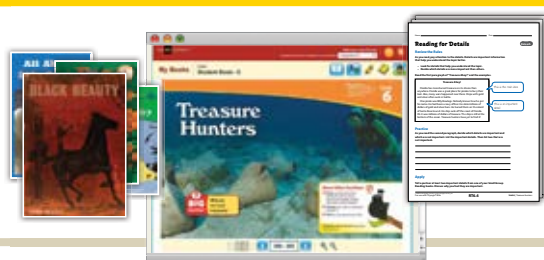
**Vocabulary** CC.4.L.6  
Expand Vocabulary  
Through Wide Reading  
SG12–SG13  
**Reading** CC.4.Rlit.10;  
Connect Across CC.4.SL.1.a;  
Texts SG15 CC.4.Rlit.2  
**Writing** CC.4.W.10  
Choose a Writing  
Option SG14–SG15



ASSESSMENT & RETEACHING

**Assessment and Reteaching** T385m–T385n  
✓ Reading Comprehension Test A6.11–A6.13 CC.4.Rinf.1;  
CC.4.Rinf.2  
✓ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10  
✓ Oral Reading Assessment A6.1–A6.3 CC.4.Rfou.4.a  
✓ Vocabulary Test A6.14 CC.4.L.4.b; CC.4.L.6

✓ Spelling Test: Words with y, CC.4.Rfou.3; CC.4.Rfou.3.a;  
and Commonly Misspelled CC.4.L.1.g; CC.4.L.2;  
Words T379k CC.4.L.2.d; CC.4.L.4.c  
✓ Writing, Revising, and Editing Test CC.4.W.10;  
A6.15–A6.16 CC.4.L.1; CC.4.L.3  
Reteaching Masters RT6.4–RT6.6



## Speaking and Listening

### Option 1: Learn About Modern Finds



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

Have students summarize a video about modern treasure finds.

- To view the video, have students go to Resources > Unit 6 > Learning Stations > Week 2 > Treasure Find of the Century.
- Have students take notes to help them deliver an oral summary of the video.

Report on a Topic CC.4.SL.4

### Option 2: Describe a Treasure Island

Have students imagine their own "Treasure Island" and describe its features.

- Have students review "Make a Treasure Map" on **Anthology** pages 381-383. If students have not already created their own treasure maps, have them imagine what a map of their "Treasure Island" would look like.
- Have partners describe to one another the plants and animals that live on their "Treasure Islands" and explain the major physical features, such as mountains, lakes, and rivers.
- Encourage students to ask each other questions about their islands.

Report on a Topic CC.4.SL.4

## Language and Vocabulary

### Key Words

adventure · chart · coastal · compass · determine  
discovery · exploration · interpret · legend  
navigation · port · relationship · treasure

### Option 1: Vocabulary Games



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

Have students expand their word knowledge.

- Under Add More Information > Write a Sentence, have students write sentences using Key Words and pronouns. Have students check for pronoun agreement.
- Under Add More Information > Use This Word > Write More, have students write paragraphs about a search for treasure.

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

## Writing

### Option 1: Write Directions

1. Take four steps from your desk and turn left.
2. Walk to the third window from the right.

Have each student write directions that will guide his or her partner in finding a treasure hidden somewhere in the classroom.

- Have partners choose an item to hide.
- Have one student per pair close his or her eyes so partners can hide their treasures and write their directions.
- Give partners five minutes to follow the directions and find the treasure.
- Have partners discuss the efficacy of the directions, then switch roles and repeat.

Write Informative/Explanatory Text to Convey Information CC.4.W.2

### Option 2: Describe a Treasure Island



Have students write descriptions of a treasure they would like to find.

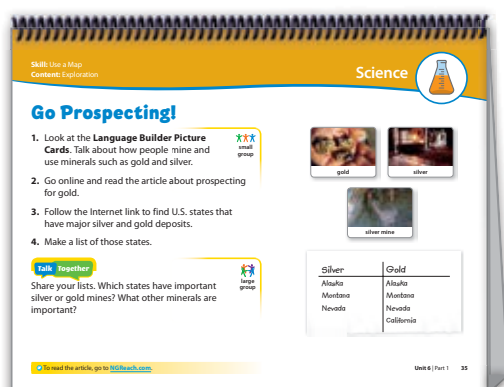
- Have students brainstorm a list of items that they might consider treasures, and choose one item from the list to describe.
- Ask students to develop their descriptions in an appropriate sequence, such as describing their treasure from top to bottom, or from inside out.
- Ask students to explain how they would use their treasures.

Develop the Topic CC.4.W.2.b



## Cross-Curricular

### Option 1: Go Prospecting!



**Go Prospecting!**

- Look at the **Language Builder Picture Cards**. Talk about how people mine and use minerals such as gold and silver.
- Go online and read the article about prospecting for gold.
- Follow the Internet link to find U.S. states that have major silver and gold deposits.
- Make a list of those states.

**Talk Together**  
Share your lists. Which states have important silver or gold mines? What other minerals are important?

Silver	Gold
Alaska	Alaska
Montana	Montana
Nevada	Nevada
	California

#### PROGRAM RESOURCES

Cross-Curricular Teamwork Activities:  
Card 35

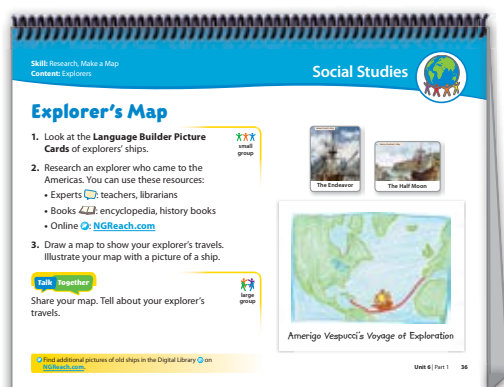
Digital Library: Language Builder Picture  
Cards E66–E68

Teacher's Guide on [NGReach.com](https://www.natreach.com)

Student Resources Directory

Discuss Topics, Building on Others' Ideas  
and Expressing Ideas Clearly CC.4.SL.1

### Option 2: Explorer's Map



**Explorer's Map**

- Look at the **Language Builder Picture Cards** of explorers' ships.
- Research an explorer who came to the Americas. You can use these resources:
  - Experts teachers, librarians
  - Books encyclopedia, history books
  - Online [NGReach.com](https://www.natreach.com)
- Draw a map to show your explorer's travels. Illustrate your map with a picture of a ship.

**Talk Together**  
Share your map. Tell about your explorer's travels.

Amerigo Vespucci's Voyage of Exploration

#### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities:  
Card 36

Digital Library: Language Builder Picture  
Cards E69 and E70

Teacher's Guide on [NGReach.com](https://www.natreach.com)

Student Resources Directory

encyclopedia • history books • colored markers

Conduct Research CC.4.W.7  
Add Visual Displays to Presentations CC.4.SL.5

## Reading

### Option 1: Read Other Treasure Stories

#### MATERIALS

library books or online resources

Have students go online or use library books to find treasure stories from other cultures.

- Have each student read a story and then summarize it for a partner.
- Have partners discuss their stories and identify what they have in common.

Compare Treatments of Similar Themes,  
Topics, and Patterns of Events CC.4.Rlit.9

### Option 2: Interpret Map Features



#### MATERIALS

library books or online resources

Have students go online or use library books to find an interesting map.

- Have students discuss the map and its symbols.
- Tell students to brainstorm interpretations of all the symbols and features on the map.
- Have groups present their results to the class.

Refer to Details and Examples When  
Drawing Inferences CC.4.Rlit.1

## Intervention

### Option 1: Phonics Game



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 RT6.4–RT6.7.

#### Additional Resources

### Reach into Phonics



Lesson 86

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

### ESL Kit



ESL Teacher's Edition pages T380a–T386h

# Week 2 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Destinations**

- ✓ Spell Words with y: *yellow, happy, key*
- ✓ 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 y

1. anxiety	Those big waves filled us with <b>anxiety</b> .
2. authority	The captain has <b>authority</b> over everyone on the ship.
3. canyon	A deep gorge is called a <b>canyon</b> .
4. celebrity	I read about the television <b>celebrity</b> and the many other famous people who visited this place.
5. fury	The <b>fury</b> of the storm shook the tiny plane.
6. hearty	Our relatives were happy to see us and gave us a <b>hearty</b> welcome.
7. justly	That criminal was <b>justly</b> punished, but this innocent man was unfairly punished.
8. outcry	There was a public <b>outcry</b> and a large protest when a bigger dam was built on the river.
9. rallying	<b>Rallying</b> together to help one another in difficult times makes people feel better.
10. reply	I always <b>reply</b> “yes” when someone asks me if I’d like to travel.
11. society	In the United States, our <b>society</b> is made up of people from many different backgrounds and cultures.
12. spry	He was active and <b>spry</b> for his age and enjoyed hiking the trail.
13. yacht	The <b>yacht</b> sailed quickly over the water.
14. yearn	I want to travel, and I especially <b>yearn</b> to visit Europe.
15. yoke	The farmer joined the two horses with a <b>yoke</b> before plowing the field.

### Watch-Out Words

16. peer	Try to <b>peer</b> into the dark, foggy night to locate the ship.
17. pier	Our family waited on the <b>pier</b> for the ship to arrive.
18. wait	I hoped we wouldn’t have to <b>wait</b> too long.
19. weight	I couldn’t lift the suitcases because of their great <b>weight</b> .

## Words with y

Day 2



Option 1

### Teach

Display and read the word *yoke*. Circle the y and explain: *When y comes at the beginning of a word, it has the consonant sound /y/.* Display and read the words *anxiety* and *spry*. Circle the y in each word and explain: *When y comes at the end of a word, it can have either the long e or the long i sound.*

### Prepare

Have each student divide a piece of paper into three columns and label them with the following three heads: Consonant y, Long i, and Long e.

### Play a Game

- Have each student categorize words by writing each of the first 15 spelling words, except *canyon* and *rallying*, in the appropriate column.
- The student who categorizes the words the fastest, spelling them correctly, is the winner.
- To extend the activity, have each student decide where in the chart *canyon* and *rallying* belong. Then have each student choose one column and spell each word aloud.

Apply Phonics and Word Analysis Skills  
Use Letter-Sound Correspondences, Syllabication Patterns,  
and Morphology to Read Multisyllabic Words

CC.4.Rfou.3  
CC.4.Rfou.3.a

## Sentence Mania!

Day 2



Option 2

### MATERIALS

dictionary, one per pair of students

### Prepare

- Arrange students in pairs and have each partner write four sentences, in pencil, about a destination he or she enjoys.
- Have students include a different Watch-Out Word in each sentence. Tell students to use a Watch-Out Word correctly in two sentences and use a Watch-Out Word incorrectly in two other sentences.

### Play a Game

- Have partners exchange sentences and determine which Watch-Out Words are used correctly. Have them put a check next to the sentence if the word is used correctly. If the word is used incorrectly, have them put an X next to the sentence and correct the word.
- After partners have reviewed each sentence, have them consult a dictionary to confirm that each Watch-Out Word was used correctly.

Use Frequently Confused Words  
Demonstrate Command of Spelling  
Consult References

CC.4.L.1.g  
CC.4.L.2  
CC.4.L.2.d



More Words with y

Day 3



Option 1

MATERIALS

coin, one per pair of students

Teach

Display and read the word canyon. Circle the y. Explain: When y is in the middle of a word but at the beginning of a syllable, it has the consonant sound /y/. Display and read the word rallying. Circle the y. Explain: When y is in the middle of a word but at the end of a syllable, it can have either the long e or the long i vowel sound. Explain that the y in rally has the long e sound, and it keeps that sound when -ing is added to form rallying.

Prepare

Arrange students in pairs and give each pair a coin.

Play a Game

- Have one player flip a coin. If it comes up heads, that player selects a spelling word in which y has the consonant sound. If tails, the y must have a vowel sound.
• That player spells the word aloud. If the word has the correct sound and is spelled correctly, the partner takes his or her turn.
• Players take turns until they have spelled all the words.

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

Word Puzzles

Day 3



Option 2

MATERIALS

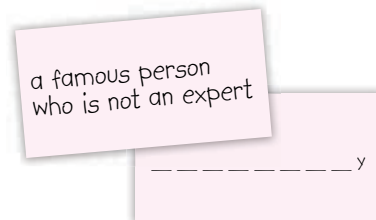
index cards, 20 per pair of students • dictionary, one per pair of students

Prepare

- Arrange partners and give each student ten different spelling words.
• Have students use a dictionary to find the definition of each word and write the definition on a card. On the other side of the card, have students write a blank for each letter of the word, filling in only the y.

Play a Game

- Have partners exchange cards.
• Each partner reads the definition, identifies the correct spelling word, and fills in the blanks to spell the word correctly.
• The partner who finishes first with words spelled correctly wins.



Demonstrate Command of Spelling CC.4.L.2
Consult Print or Digital References CC.4.L.4.c

Add a Word

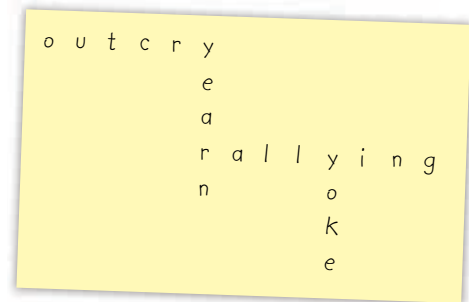
Day 4



Option 1

Spelling Chains

- Have students write one spelling word. Then, have students identify another spelling word that shares a letter with the first one. For example, anxiety and authority share the letters a, i, t, and y. Have them write the second word so the words join at one common letter.
• Have students add as many spelling words to their chains as they can.



Spell Grade-Appropriate Words

CC.4.L.2.d

Where's the Word?

Day 4



Option 2

MATERIALS

colored pencils

Prepare

Arrange students in small groups and have each student draw a picture of a familiar or imagined place. Direct students to embed or "hide" ten spelling words in their pictures.



Play a Game

- Have group members exchange pictures and take turns finding the spelling words.
• As students find spelling words, have them spell each word aloud. Partners listen for correct spelling and award a point for each correctly spelled word.
• The student with the most points wins.

Spell Grade-Appropriate Words

CC.4.L.2.d

## OBJECTIVE

**Thematic Connection: Destinations**

**Grammar: Use Pronouns**

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Knowledge of Conventions

CC.4.W.5

CC.4.L.1

CC.4.L.3

## Day 1

### PROGRAM RESOURCES

**Object Pronouns: eVisual 6.10**

**Game: Practice Master PM6.9**

### MATERIALS

*index cards, 8 per pair of students*

*• small mirror*

## Teach the Rules

Use the suggestion on page T380b to introduce object pronouns. Display and read aloud **eVisual 6.10**.

### Object Pronouns

- **Object pronouns** come after an **action verb**.  
Ali saw the **ships** arrive.  
Ali saw **them** arrive.
- **Object pronouns** also come after a **preposition** such as *at, beside, for, near, of, to, or with*.  
**Sami and Ron**, who will sail with **you**?

**Object Pronouns: eVisual 6.10**

List the object pronouns: *me, you, him, her, it, us, you, them*. Then explain: *An object pronoun answers the question What? or Whom?*

## Play a Game

Distribute eight index cards to pairs of students. Have partners use **Practice Master PM6.9** to play "Visiting with Object Pronouns."

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

**Grammar Game**  
**Visiting with Object Pronouns**

**Directions:**

1. With your partner, copy each of the eight sentence frames below onto separate index cards.
2. Shuffle all the sentence cards and stack them face down.
3. Take turns turning over a card and completing the sentence with an object pronoun. Your object pronoun should refer to the underlined word in the first sentence. Read your completed sentence aloud.
4. If your partner agrees that your sentence is correct, keep the card. If not, replace the card at the bottom of the stack.
5. Play until no cards remain in the stack. The player with the most cards at the end of the game wins.

1. The ship is nearing the shore. I will meet it.
2. I see my cousins on board, and I wave to them.
3. They came to see our island and visit our family. They will stay with us.
4. "Tyra and Nick, I'm happy to see you," I say.
5. They hug me and say I have grown taller.
6. Nick heads toward the bus stop, and we follow him.
7. Tyra climbs onto the bus that goes by our house. I hop on after her.
8. Nick tells me, "We are anxious to tour this island with you."

For use with TE p. T379m **PM6.9** Unit 6 | Treasure Hunters

**Practice Master PM6.9**

## Differentiate

### EL English Learners

**ISSUE** In Chinese, Haitian Creole, Hmong, and Vietnamese, there is no distinction between subject and object pronouns.

**STRATEGY** Reinforce the object pronouns. Have students chant "I see \_\_\_\_\_," filling in an appropriate object pronoun. Have students look in a mirror and chant "I see me/us." For the other object pronouns, have them point to people and things.

## Day 2

### PROGRAM RESOURCES

**Reflexive Pronouns: eVisual 6.14**

**Game: Practice Master PM6.10**

### MATERIALS

*coins*

## Teach the Rules

Use the suggestion on page T383 to introduce reflexive pronouns. Then display and read aloud **eVisual 6.14**.

### Reflexive Pronouns

- **Reflexive pronouns** end with *self* or *selves*. They refer to the subject in a sentence.  
David taught **himself** how to make a map.
- Use a **reflexive pronoun** when the object refers back to the **subject**.  
**I** did that by **myself**.  
The **sailors** told **themselves** to be brave.

**Reflexive Pronouns: eVisual 6.14**

List the reflexive pronouns: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

## Play a Game

Distribute coins to pairs of students and have them use **Practice Master PM6.10** to play "Reflexive Pronoun Race."

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

**Grammar Game**  
**Reflexive Pronoun Race**

**Directions:**

1. Take turns with a partner. Player 1 flips a coin. Move one space for heads. Move two spaces for tails.
2. Read aloud the word on the space where you land and use the word in a sentence. If your partner agrees that your sentence is correct, stay where you are. If not, move back to your space at the beginning of your turn.
3. The first player to reach the finish wins.

For use with TE p. T379m **PM6.10** Unit 6 | Treasure Hunters

**Practice Master PM6.10**

## Differentiate

### BL Below Level

**ISSUE** Students use the reflexive pronoun after the noun instead of as an object in the sentence.

**STRATEGY** Use **eVisual 6.14** and gestures to model: *Picture a red arrow going from the reflexive pronoun over other words to the subject.* Have students write sentences with reflexive pronouns. Guide them in drawing an arrow as you have described.



## Day 3

### MATERIALS

index cards

### Teach the Rules

Teach **Anthology** page 385 and review subject, object, and reflexive pronouns. Reinforce the importance of correctly matching a pronoun to the noun it stands for. Extend the lesson by pointing out the heading on the page. Explain:

- *When nouns and pronouns agree, they refer to the same person, place, or thing. They match in the number of people or things.*
- *Pronouns referring to people should also match the noun's gender; that is, they should be male or female depending on the noun.*

Display the chart to help students choose the correct pronoun.

<b>number:</b> Does the noun name one or more than one person, place, or thing?	<b>for one, use:</b> I, me, myself, you, yourself, it, itself	<b>for more than one, use:</b> we, us, ourselves, you, yourselves, they, them, themselves
<b>gender:</b> Does the noun name a female or a male?	<b>for a female, use:</b> she, her, herself	<b>for a male, use:</b> he, him, himself

### Generate Sentences ✖

Have students apply the skills as they write sentences:

- *Write a sentence about a pirate. Use a subject pronoun.*
- *Write a sentence about a pirate ship. Use an object pronoun.*
- *Write a sentence about sunken treasure. Use a reflexive pronoun.*

For **Writing Routine 3**, see page BP49.

## Differentiate

### SN Special Needs

**ISSUE** The pronoun agreement chart confuses students.

**STRATEGY** Write each subject pronoun on an index card. Using one card at a time, have students use the pronoun in a simple sentence. Make sure the pronoun agrees with the noun it refers to. If the noun is not in the sentence, ask what it is. Repeat for objective and reflexive pronouns.

## Day 4

### PROGRAM RESOURCES

**Grammar and Writing:**  
Practice Master PM6.16

### Grammar and Writing ✖

Distribute **Practice Master PM6.16**. Have students use editing and proofreading marks to correct errors with subject, object, and reflexive pronouns.

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

**Grammar: Grammar and Writing**

**Edit and Proofread**

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of the following:

- object pronouns
- reflexive pronouns
- subject pronouns

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
,	Add comma.
⊙	Add period.

herself  
Mom cooled ~~himself~~ with a magazine, waving it in front of her face. She put ~~them~~ down and sighed. "It's too hot today," ~~you~~ said. "Let's go to the beach."

ourselves  
Mom didn't have to convince us! We piled ~~ourselves~~ into the car and headed for the shore. My little brother yapped all the way. I glared at ~~her~~ sharply. "Be quiet!" I said.

we, her, myself  
When we got there, ~~they~~ ran to the ocean. We flung ~~myself~~ in the cool water. Mom had a picnic, and I helped ~~me~~ spread it out on a blanket. Later I played a pirate game with my little brother. ~~She~~ cried when he couldn't find the buried treasure. So I drew a treasure map that he could follow.

For use with TE, p. T379n. PM6.16 Unit 6 | Treasure Hunters

[NGReach.com](https://www.ngreach.com) Practice Master PM6.16

## Day 5

### PROGRAM RESOURCES

**Writing, Revising, and Editing Test:**  
Assessment Masters A6.15–A6.16

### Review and Assess ✖✖

Have partners review what they learned. Have them collaborate to write sentences about sailing to an exciting destination:

- *Write two sentences, one with the noun Maria and the other with an object pronoun that agrees with Maria.*
- *Write two sentences, one with the noun passengers and the other with an object pronoun that agrees with passengers.*
- *Write a sentence with the noun ship's captain and a reflexive pronoun that agrees with ship's captain.*
- *Write a sentence with the pronoun we and a reflexive pronoun that agrees with we.*

Have pairs share their sentences to identify and correct errors.

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

# Week 2 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: Destinations**

 Use Technology

## COMMON CORE STANDARDS

Use Technology [produce, publish, and interact and collaborate] and Demonstrate Keyboarding

CC.4.W.6

### Introduce Using Technology Day 1

## PROGRAM RESOURCES

Using Technology in Writing: eVisual 6.11

## Teach the Skill

Display **eVisual 6.11** and introduce the skill: *Technology makes it easier to write, revise, and edit your writing.*



### Using Technology in Writing

Function	What It Does
Cut	Allows you to select text, delete it, and/or save it to be pasted into another spot.
Copy	Allows you to select and make a copy of text that you can paste into another spot.
Paste	Allows you to move cut or copied text and paste it into another spot.

 [NGReach.com](https://www.ngreach.com) Using Technology: eVisual 6.11



**INTERACTIVE WHITEBOARD TIP:** Have students add a column instructing how to complete each function.

- *Let's say, I want to move a sentence from one spot to another. I can use the Cut feature on my computer to delete the sentence from the original spot and then use the Paste feature to move and paste it into the new spot.*
- *Let's say, I want to copy a phrase that will be used more than once. I can use the Copy and Paste features to paste the copied phrase into a new spot and also leave it in the old spot.*
- *I can use these features to replace dull description with sensory details. I can also add signal words, delete unnecessary words, and combine sentences for clarity.*

Ask volunteers to give examples of times when they have used these features.

Explain that each word processing program has different ways to complete these functions. Using the specific program students will be using, demonstrate the location of various keys and how to perform the functions listed in the chart. Tell them: *Take notes if you need to as I show you how to use these functions.*

Conclude: *Technology also allows you to publish your writing, either by printing it, e-mailing it, or posting it on the Internet. Through e-mail and social network sites, you can interact and collaborate with others to improve your writing.*

### Copy and Paste Day 2 Option 1

## MATERIALS

computers with a word processing program, one per pair of students

## Introduce

Explain that copying and pasting text is a fast and easy way to reorganize text. Then model how to copy and paste using your specific word processing program.

## Practice

Have students type the following sentences into their word processing programs.

1. Next, James packed his suitcase with clothes, books, and his camera.
2. Finally, he drove with his family to the airport. He was really on his way!
3. James was very excited about getting ready for his trip to Brazil.
4. First, he reviewed his Spanish vocabulary words so he could speak to people..

Then have students work in pairs to copy and paste the sentences to put them in order. After putting the sentences in order, have partners cut out the numbers and rearrange the sentences to form a narrative paragraph.

### Write and Organize Steps Day 2 Option 2

## MATERIALS

computers with a word processing program, one per student • timer

## Introduce

Before beginning this activity, have partners work together to practice the Cut, Copy, and Paste functions.

## Practice

Give each partner ten minutes to write a brief paragraph describing the steps someone would need to follow in order to prepare to travel to a tropical destination. Tell students: *Remember to use signal words, such as first, second, next, and last, in your sentences.*

Then have students use the Cut and Paste functions to scramble the order of the steps within the paragraph. Tell students to exchange their paragraphs with a partner.

Allow each student five minutes to unscramble his or her partner's paragraph using Cut and Paste, putting the sentences in a logical, sequential order. Challenge students to proofread the paragraph to be sure that the new sentence order makes sense before the timer rings.

**SUGGESTED PACING**

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

**Cut and Paste Text**Day 3  Option 1**MATERIALS**

computers with a word processing program, one per small group

**Introduce**

Remind students that word processing programs have different ways to cut, copy, and paste text.

Arrange students in small groups and have them experiment with their word processing program. Encourage students more familiar with the program to share what they know.

**Practice**

Have each group type a short paragraph about a favorite destination. Tell students that their paragraph should have a main idea and include several vivid, sensory words.

Then have students practice different ways to

- replace dull words with colorful adjectives, concrete nouns, and active verbs
- combine sentences for clarity
- improve the order of sentences

**Cut and Replace Text**Day 3  Option 2**MATERIALS**

computers with a word processing program, one per student

**Practice**

Have each student type a paragraph describing a destination they would like to visit some day. Remind students that every paragraph should have a main idea.

After students have written their first drafts, have them do the following:

- Insert an introductory sentence.
- Cut sections of text that are unnecessary, unclear, or do not support the main idea.
- Replace dull words or phrases with sensory details that better describe the destination.
- Use the Cut and Paste features to combine or rearrange sentences to clarify their ideas or descriptions.
- Add a concluding sentence.

**Collaborate Using Technology** Day 4**MATERIALS**

computers with a word processing program, one per student

**Practice**

Have students select paragraphs from their Weekly Writing folders. If a paragraph is not already available electronically, allow students time to type the paragraph into the computer.

Then have students exchange paragraphs with a partner. Tell students to review and comment on their partner's writing. In reviewing their partner's paper, have them do the following:

- Delete details that do not support the main idea.
- Replace dull words and details with new sensory words and phrases.
- Combine sentences to clarify meaning.
- Rearrange text using the Cut and Paste functions.
- Add a concluding sentence.

**Review and Assess**

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A6.15–A6.16  
 Revising Paragraph: eVisual 6.19

**MATERIALS**

computers with a word processing program, one per small group

**Review the Skill**

Display and read aloud **eVisual 6.19**.

**Revising Paragraph**

Have you ever thought of your own neighborhood as a destination for treasures? One day, me and my friend were bored, so we went to the park. We walked through the woods and found an old bottle. Half of it was sticking up out of the ground. We dug it up and cleaned all the dirt out of it. I showed it to my dad. He thought it was a bottle dating from the 1950s.

 **NGReach.com** Revising  
 Paragraph: eVisual 6.19



**INTERACTIVE WHITEBOARD TIP:** Model how you would edit the second sentence.

Have small groups of students examine the paragraph and decide how it might be improved using the technology functions they've learned about. Have them type the original paragraph, make their revisions, and then compare it with the paragraphs of other groups.

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

### OBJECTIVES

#### Thematic Connection: Destinations

- Use Prefixes to Determine Word Meanings
- Use Details to Comprehend Text


### PROGRAM RESOURCES

#### TECHNOLOGY ONLY

Read Aloud: eVisual 6.9

### MATERIALS

timer



## WARM-UP

Have students review the readings from Week 1, including “Treasure Island” and *Return to Titanic*. Have groups brainstorm good faraway locations to hide a treasure—such as on a desert island, in a forest, or in a mountain cave—and draw a map to illustrate the location.

## Power Writing

Have students write as much as they can as well as they can in one minute about a time when a map is useful for finding something important.

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

## Academic Talk

### 1 Discuss the Big Question

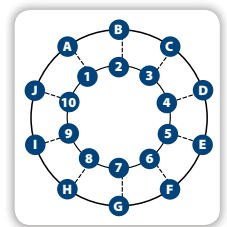
Explain: *We have discussed how and why people value things. People consider different things **treasure**, and they look for **treasure** in different places. Some people find **treasure**, like old baseball cards, at garage sales. I might find **treasure**, such as a family photograph, in the attic. Part of the fun is the hunt for **treasure**.*

Give students a minute to think about a treasure they would like to find and why.

Have students use an **Inside-Outside Circle** to discuss the treasures they have identified and the reasons why they would treasure these things.

- Have students stand in concentric circles facing each other.
- Have students in the outside circle ask what kind of treasure their partners would like to find and why; have students in the inside answer.
- On a signal, have students rotate to create new partnerships.
- On another signal, have students trade inside-outside circles.

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



**Inside-Outside Circle**

### COMMON CORE STANDARDS

#### Reading

- |  |               |
|--|---------------|
| Refer to Details and Examples When Explaining Text | CC.4.Rinf.1   |
| Apply Word Analysis Skills                         | CC.4.Rfou.3   |
| Use Morphology 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 |
|---|-----------|

#### Speaking and Listening

- |                                 |             |
|---------------------------------|-------------|
| Explain Ideas and Understanding | CC.4.SL.1.d |
| Paraphrase Text                 | CC.4.SL.2   |

#### Language and Vocabulary

- |   |            |
|---|------------|
| Determine Meanings of Words and Phrases                   | CC.4.L.4   |
| Use Greek and Latin Roots and Affixes as Clues to Meaning | CC.4.L.4.b |
| Understand Word Relationships                             | CC.4.L.5   |

## Vocabulary Strategy

### 2 Prefixes Anthology page 380

Review with students what they already know about prefixes.

Project **Student eEdition** page 380 and read aloud the instructions and examples. Explain: *Since English is influenced by other languages, many prefixes come from other languages, particularly Latin and Greek.*

Model using the strategy: *When I look at the word disagree I see it is made up of the prefix dis, or “opposite,” and the root word agree, “to see the same way.” So I know that disagree must mean “the opposite of to see the same way” or “not to agree.”*

Have students practice the strategy with the words *dislike* (“not to like”), *reappear* (“to come into view again”), and *underline* (“to draw a line under”).

See **Differentiate**





## Prefixes

A **prefix** is a word part at the beginning of a word. Many prefixes come from other languages such as Latin or Greek. A prefix changes the meaning of the word.

The prefix **mis-** means “bad” or “wrongly.”

mis- + interpret = misinterpret

When you **misinterpret** something, you understand wrongly.

Prefix	Origin	Meaning	Example
dis-	Latin	opposite	disagree
micro-	Greek	small	microscope
re-	Latin	again	rebuild
under-	Old English	below	underwater

### Try It Together

Read the sentences. Use the chart above to answer the questions.

The explorers told of their **misadventures**. Their boat had **disappeared** in a storm. It drifted toward the coast.

- |  |  |
|--|--|
| <p><b>1. What does <b>misadventure</b> mean?</b></p> <p><b>A</b> an adventure that was fun</p> <p><b>B</b> an adventure that went wrong</p> <p><b>C</b> an adventure in the cold</p> <p><b>D</b> an adventure at sea</p> | <p><b>2. What does <b>disappear</b> mean?</b></p> <p><b>A</b> to show up again</p> <p><b>B</b> to show up underwater</p> <p><b>C</b> to move out of view</p> <p><b>D</b> to move out of view again</p> |
|--|--|

380

Anthology page 380

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

### 3 Try It Together Anthology page 380

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

## Check & Reteach

**OBJECTIVE:** Use Prefixes to Determine Word Meanings ✓

As students answer the questions, determine whether students understand how to use prefixes to figure out the meaning of words.

If students cannot determine the meaning of the words, have students separate each word into the prefix and root. Then have them complete the following sentences, referring back to the meanings of the prefixes.

- The prefix **mis-** means \_\_\_\_\_, so **misadventure** means “an **adventure** that went \_\_\_\_\_.”
- The prefix **dis-** means \_\_\_\_\_ and **appear** means “to come into view,” so **disappear** means \_\_\_\_\_.

Have students practice the strategy with the following words: *reappear*, *disorder*, and *microwave*.

## Weekly Writing

Gather students’ writing throughout the week:

- ✓ Daily Writing Skills Practice (T379o–T379p)
- ✓ Power Writing (T379q, T380c, T383a, T385a, T385e)
- ✓ Writing (T380b, T383, T385, T385d, T385g)
- ✓ Writing Project (T385i–T385l)

## Differentiate

### EL English Learners

**ISSUE** Students cannot determine meanings of words with prefixes.

**STRATEGY** Have students pick one prefix and look in the dictionary for three words using that prefix. Have students write the words and their definitions, and then use the words in sentences to show understanding of that prefix.

### AL Above Level

**ISSUE** Students are ready to use more words with prefixes.

**STRATEGY** Prompt students to list as many words as they can think of with the prefixes in the chart on **Anthology** page 380. Have them define each word and use it in a sentence.

## Fluency

**Model Intonation** As you read the **Read Aloud**, model changing intonation. Explain: *Fluent readers raise and lower their voices as they read text.*

## Comprehension

## 4 Reading for Details ✓

Introduce: *Instructions tell how to do or make something. They often include many details in a specific order so that the end product is made properly.*

Display **eVisual 6.9** and read aloud the title and the introduction. Ask students what these instructions tell how to make. (a map of the treasured places in a town) Elaborate: *As I read, pay attention to the details in each step and decide which are important and which are unimportant.*

Read aloud the first step. Point out the details about what materials to use. Ask: *Why is the detail in the last sentence less important than the details in the other sentences?* (Possible response: It does not relate to the correctness of the map.)



## Read Aloud

Instructions

## Make a Map of Treasured Places

Follow the instructions below to make a map of treasured places in the imaginary town of Birdville.

1. You will need a pencil, an eraser, and colored pencils or markers. In Birdville, the streets go either up and down or across. For an accurate map, be sure to draw the streets correctly and label them. Use any color you want for labeling.
2. Draw a symbol for the school in the bottom right corner. Use a pencil so you can erase any mistakes. Draw Main Street to the left of the school going north, toward the top of the page.
3. Show Lark Lane crossing Main Street, starting just after the school. Then show Robin Road just north of Lark Lane. Many of the streets in Birdville are named for common local birds. Robin Road goes in the same direction as Lark Lane.
4. Draw a symbol for the park on the left side of Main Street, north of Robin Road. The park is a popular place for Birdville's birds, as well as its people! You can draw symbols for trees, playground, and tennis courts in the park.
5. Draw Swallow Street to the left of the park, starting at Robin Road and going north. Swallow Street is where the Fourth of July parade starts every summer.
6. Draw Pigeon Place crossing Swallow Street. Farther north, draw Raven Road. It goes in the same direction as Pigeon Place.
7. Draw a symbol for the library on the right side of Swallow Street between Pigeon Place and Raven Road. Your symbol can be a book, a building, or just an "L."
8. Draw a **legend** on the map. It should explain the symbols you have used. Put a **compass** rose on your map. Label all four directions on the compass rose.



As you read the rest of the steps, remind students to think about whether each detail is necessary or unnecessary. Have partners choose one of the steps and rewrite it in their own words, leaving out unimportant details.

(Students should omit the following: 1. "Use any color you want for labeling"; 2. "Use a pencil so you can erase any mistakes"; 3. "Many of the streets in Birdville are named for common local birds"; 4. "The park is a popular place for Birdville's birds, as well as its people! You can draw symbols for trees, playground, and tennis courts in the park"; 7. "Your symbol can be a book, a building, or just an 'L.'")

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Details to Comprehend Text ✓

As students rewrite one of the steps, see that they are including only essential information. If students leave out essential information, ask: *What is the person trying to do in this step? Will he or she be able to perform this step after reading your instructions?*

# Writing

## 5 Write Instructions

Model writing instructions with important details and steps in sequence.

### Think Aloud

*I will write instructions on how to make a scrapbook. First, I will introduce the instructions.*

*Then I will write a list of the materials.*

*Next, I will write steps in the correct order.*

### Write

Follow these instructions to learn how to make your own photo scrapbook.

1. You will need a notebook, scissors, glue, colored paper, and photographs.

2. First, lay your photographs on the pages to decide where each will go.

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

Have students write instructions for how to make something. Have partners critique each other's instructions.

## WRAP-UP

Have groups write instructions that tell how to move from one part of the classroom to another. Have each group read their instructions aloud while the rest of the class follows the steps and raises their hands if they hear any information they think is unimportant.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T379k

### Daily Grammar ✓

Write: Our library has a lot of maps. You can borrow them with a library card. Point out the object pronoun *them*. Then use page T379m to teach object pronouns.

### Daily Writing Skills ✓

Point out some of the text features used in "Treasure Island," such as different fonts and font colors, and how the lines of dialogue are formatted. Explain that technology allows people to format their writing in these ways. Then use page T379o to introduce using technology when writing.

## Differentiate

### BL Below Level

**ISSUE** Students are confused about symbols on a map.

**STRATEGY** Show students an assortment of maps. Point out the legends. Have students find and circle places on the map that match the symbols in the legend.

### AL Above Level

**ISSUE** Students try to include too many extra details in their instructions.

**STRATEGY** Have students identify the topic of their step, reread their work, and cross out any information that is not essential to performing a specific task.

## OBJECTIVES

### Thematic Connection: Destinations

- Use Prefixes to Determine Word Meanings
- Use Details to Comprehend Text


## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 6

## MATERIALS

timer • dictionary • maps



## WARM-UP

Have partners sit with their backs to each other. Ask one student to draw a simple design and give instructions to his or her partner for how to draw the same design. Have students compare their designs and discuss the clarity of the directions. Then have students switch roles.

## Power Writing

Have students write as much as they can as well as they can in one minute about why following directions in sequence is important.

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

## Vocabulary Strategy

### 1 More Prefixes

Copy and display the chart below. Model using the chart to figure out the meaning of the word *international*: *The prefix is inter- and the base word is national. I see that inter- means "between" or "among." I know that national means "relating to a country." So I guess that international means "between countries."* Read the remaining prefixes and their meanings. Have students define the example words.

Prefix	Origin	Meaning	Example Word
inter-	Latin	between/among	international
multi-	Latin	many	multicolored
un-	Old English	not	unhappy

Display the words *interact*, *multicultural*, and *unknown*. Have partners use the chart and talk about how the prefix gives a clue to each word's meaning.

## Check & Reteach

### OBJECTIVE: Use Prefixes to Determine Word Meanings

Listen as students use prefixes to identify the meanings of words.

If students do not understand a word, have them compare it to the prefixes in the chart.

Then have them identify the prefix, write its meaning under it, and write the meaning of the base word under the rest of the word. Have students use a dictionary if needed.

## Academic Talk

### 2 Preview and Predict

Remind students: *Before you read the instructions on pages 381–383, preview by reading the title and looking at the illustrations.* Project **Student eEdition** pages 381–383. Have students silently read the title and preview the illustrations. Then have partners discuss their predictions.

## 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 and Comprehend Informational Texts CC.4.Rinf.10
- Apply Word Analysis Skills CC.4.Rfou.3
- Use Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
- Read with Fluency to Support Comprehension CC.4.Rfou.4
- Read with Purpose and Understanding CC.4.Rfou.4.a

### Writing

- Draw Evidence from Texts CC.4.W.9

### Language and Vocabulary

- Determine Meanings of Words and Phrases CC.4.L.4
- Use Context Clues CC.4.L.4.a
- Use Greek and Latin Roots and Affixes as Clues to Meaning CC.4.L.4.b
- Understand Word Relationships CC.4.L.5

**Connect Across Texts** Make your own **treasure** map! Read these instructions.

**Genre Instructions** tell how to do something or make something. They usually include steps to follow in a certain order.

## Make a Treasure Map

adapted from the New England Pirate Museum Web Site

Many **adventure** stories tell about pirates who buried chests of **treasure** on uninhabited islands—faraway places where no one lived. The pirates created maps so they could locate the buried treasure. The maps showed details about the island, such as hills, lakes, and trees. A large X marked the spot where the treasure was buried. A line may have shown a path to the treasure.



**Before You Move On**

- Summarize** What is a **treasure** map? What is the most important thing it shows?
- Use Text Features** Look at the map. Where is the **treasure** buried?

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### STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 381

## Reading

### 3 Read Instructions

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 381. Ask students to recall the important details about the treasure in the play “Treasure Island.” Then have a volunteer read **Connect Across Texts**.

**GENRE** Read aloud the explanation of the genre. Clarify: *Instructions need to be written clearly so the reader can follow them.*

**SOCIAL STUDIES BACKGROUND** Explain that when the novel *Treasure Island* was written by Robert Louis Stevenson, some pirates actually buried treasure. More often, however, pirates just robbed ships of goods, which they sold, or money, which they spent. Today, treasure seekers often look for treasure at the bottom of the ocean in ships that sank in storms many years ago.

### Read and Build Comprehension

- Use Prefixes and Context Clues**  *Read the first sentence. What do you think the word uninhabited means? What clues help you know the meaning of the word? (Uninhabited means “not inhabited” or “a place where no one lives.” The prefix un- and the words “faraway places where no one lived” are clues.)*
- Analyze Details**  *What are the most important details on the page? (Possible response: Pirates often buried **treasure** on islands. Then they created maps to show where the **treasure** was buried.)*

## Fluency

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

### Answers Before You Move On

- Summarize**  A treasure map is a map that shows the place where a buried **treasure** is located and gives instructions for how to find it.
- Use Text Features** The large X on the map shows where the **treasure** is buried.

### Read and Build Comprehension

- 1 **Draw Conclusions** *Why should you use a pencil to sketch the shape of the island?* (If you use a pencil, you can erase if you make a mistake.)
- 2 **Use Details** ✓ *Why do you need to include a **legend** on a map?* (to tell what each symbol on the map means or represents)
- 3 **Summarize** ✓ *Summarize step 8 in one sentence.* (Possible response: Use a tea bag and tear the edges to make the map look old.)

### Check & Reteach

**OBJECTIVE:** Use Details to Comprehend Text ✓

Check that students use details to comprehend the text when answering question 2.

If students do not understand why they need a map legend, ask these questions:

- *What does a map **legend** do?* (tells what the symbols on the map stand for)
- *What would happen if you did not have a **legend**?* (Possible response: People might be confused by the symbols on the map.)

### Mini Lesson

#### Interpret Text Features

Explain: *Map features help you read and use the information on a map.* Project **Student eEdition** page 381. Model using various map features.

- Explain: *A **compass** rose identifies directions and helps you know which way things are on a map. The N at the top shows that this way is north.* Have students identify the other three directions shown on the compass rose.
- Explain: *A **legend** identifies each symbol used on a map and tells what each one means or represents. On this map, a wavy blue line is the symbol for water.* Have students use the legend to locate mountains, trees, and treasure on the map.

Display **Student eEdition** page 242. Explain: *This map shows water availability in different countries.* Ask: *How are the different amounts of water shown?* (by color coding) *What color shows areas with the least amount of available water?* (green) Display **Student eEdition** page 339. Point out the map scale and explain: *A map scale shows the relationship between a distance shown on a map and the same distance in real life.* Ask: *What does a distance of one inch on this map equal in the real world?* (a distance of 1500 miles)

Have students discuss how each map feature helps a reader understand the information in the text.

### Answers Before You Move On

1. **Summarize** ✓ You make a **treasure** map by drawing the map of an island, then adding symbols, labels, a **legend**, and a **compass** rose. Then you add an X to show where the **treasure** is buried. Finally, you rub a damp tea bag on the map and tear the edges to make it look old.
2. **Steps in a Process** You use the materials in this order: paper, pencil, pen, damp tea bag.

## Materials



\* You can use brown paper in place of the white paper and tea bag. **Crumple** the brown paper to make it look old and worn.

## Steps

1. Use a pencil to **sketch** the shape of your island on the paper.
2. On your island, draw symbols for the following: hills, lakes, trees, water, and your treasure. Then draw a map **legend** that tells what each symbol represents.



In Other Words  
**sketch** lightly draw  
**Crumple** Crush

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3. Draw a **compass rose** in one corner of the map.
4. Make up a name for your island, the ocean that surrounds it, and any coves or bays where ships can land. Write labels for all of these places.
5. Mark the location of the buried treasure with an X.
6. Show a path from the ship to the treasure. Use a dotted line.
7. When your map is finished, trace over the pencil lines with a pen.
- 3 8. Rub a damp tea bag over your map to make it look old. Let the map dry. Then fold the map carefully and tear the edges to make it look worn. ❖



In Other Words  
**compass rose** symbol that shows north, east, south, west ▶  
**worn** used; old



### ▶ Before You Move On

1. **Summarize** How do you make a **treasure** map?
2. **Steps in a Process** In what order do you use the materials when making the map?

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Anthology  
pages 382–383

# Writing

## 4 Write a Response

Tell students that when they write a response to a set of instructions they have read, they should think about ways that the instructions were or were not helpful. Model a response: *It was helpful that the steps are numbered. That made the order of things to do easy to follow.*

Have students write their opinions of the set of instructions for making a map. Remind them to include where the instructions were clear or could have been clearer and then add their opinions to their Weekly Writing folders.

See **Differentiate**

**WRAP-UP** Have students share the drawings they completed as part of the **Family Newsletter** activity. Encourage students to give three reasons they consider the object that they drew to be a “treasure.”

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T379k

### Daily Grammar ✓

Introduce the reflexive pronoun *himself*: The pirate drew a map to remind himself where he buried his treasure. Then use page T379m to teach reflexive pronouns.

### Daily Writing Skills ✓

On **Anthology** page 383, point out that the author could use technology to renumber the steps. Use page T379o to practice using technology to format text.

## Differentiate

### BL Below Level

**ISSUE** Students cannot identify clear instruction.

**STRATEGY** Have students paraphrase a step and determine if information is missing or seems unclear.

### AL Above Level

**ISSUE** Students can write critical pieces.

**STRATEGY** Have students write a critique about what is clear and what is unnecessary.

## OBJECTIVES

### Thematic Connection: Destinations

- Use Details to Compare Drama and Prose
- Grammar: Use Pronoun Agreement

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY


- Venn Diagram: Practice Master PM6.11
- Grammar Practice: Practice Master PM6.12

### TECHNOLOGY ONLY

- Grammar Passage: eVisual 6.15

## MATERIALS

timer • index cards • maps



## WARM-UP

Have partners play “Where Am I?” Have one student give a specific set of directions to a place in the school. Have the partner listen and then guess the name of the place the first student had chosen. Have partners reverse roles.

## Power Writing

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

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

## Vocabulary Review

### 1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 384 and point out the Key Words. Also display **relationship** and **determine**. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Have students write the words on index cards. Divide the class into groups of three or four. Have each group pick two or three cards and use those words to write a description of a map, either a real one or one they created.

## Review and Integrate Ideas

### 2 Compare Texts Anthology page 384

Read aloud the introduction on **Student eEdition** page 384. Ask volunteers to discuss what they know about maps, including what maps look like and how they are used. Have partners discuss the maps in the two selections and work together to complete **Practice Master PM6.11**.

Have students reread the instructions and review the play. Explain that students can use details to compare how the two texts are organized. Review the structure and features of drama and procedural text, discussing their similarities and differences. Point out that plays have directions for the actors to follow, while procedural texts have directions for the person performing the steps of the procedure. Have partners use a Venn diagram to compare the two texts.

## Fluency

**Practice Intonation** As partners reread “Make a Treasure Map” aloud, circulate and listen for correct intonation.

## COMMON CORE STANDARDS

### Reading

- |   |             |
|---|-------------|
| Explain Differences Between Drama and Prose | CC.4.Rlit.5 |
| Describe Text Structure                     | CC.4.Rinf.5 |
| 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 Language and Conventions | CC.4.L.3 |
| Acquire and Use Domain-Specific Words     | CC.4.L.6 |

## Check & Reteach

### OBJECTIVE: Use Details to Compare Drama and Prose

Monitor students’ understanding of how drama and prose differ.

If students have difficulty understanding how to identify differences in texts, have them make lists of the visual characteristics of each text. Prompt them with questions: *What type of list do you see at the beginning of the play? What pictures do you see at the beginning of the instructions? Which text has numbers? Which text has names of characters?* Have students note the other visual differences they see. Then have students consider deeper differences: *What is the purpose of the play? the instructions? Who is the intended audience for each text?*





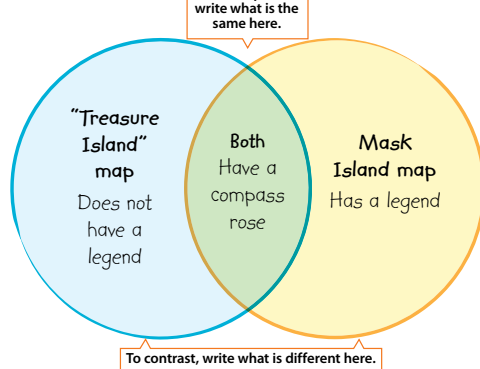
**Key Words**

adventure	interpret
chart	legend
compass	navigation
coastal	port
discovery	treasure
exploration	

## Compare Texts

Some maps show roads and cities. Others show natural features like mountains and oceans. How are the treasure maps in the play and in the instructions similar? How are they different? Work with a partner to complete the Venn diagram.

**Venn Diagram**



**Talk Together**

What makes people want to search for **treasure**? Think about the play you read and the treasure map you learned how to make. Use **Key Words** to talk about your ideas.

**STUDENT TECHNOLOGY**



Student eEdition



Resources

NGReach.com

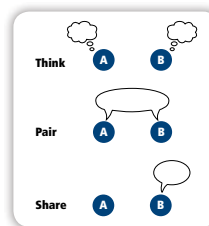
## Academic Talk

### 3 Talk Together Anthology page 384

Review ideas about treasure from the play and the map activity. Have partners use a **Think, Pair, Share** to discuss what makes people want to search for treasure.

- Have each partner think about why the characters in the play were searching for the treasure. Ask them to recall their own ideas about treasure, or those of their classmates during earlier group discussions.
- Have partners exchange ideas.
- Have partners share their ideas with the class.

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



Think, Pair, Share

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

**Venn Diagram**  
**Compare Texts**  
Complete the Venn diagram to compare the treasure maps in the selections.

Share your Venn diagram with a partner. Talk about the features each map has.

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For use with TE p. T383a

PM6.11 Unit 6 | Treasure Hunters

## Differentiate

### EL English Learners

**ISSUE** In some languages, the pronoun is often part of the verb. Students may not remember to include a pronoun when they write.

**STRATEGY** Have students review their writing and underline every verb. Then have them circle the noun or pronoun that goes with it. If the pronoun is missing, have them add it.

### AL Above Level

**ISSUE** Students need to be sure the use of pronouns is clear.

**STRATEGY** Tell students that a pronoun should always refer to the noun closest to it. Have them review their writing to be sure that what all their pronouns refer to is clear. Explain: *If it is possible that the reader will not be sure who or what you are referring to, use a noun instead of a pronoun.* Ask them to rewrite their sentences as necessary.

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

**Grammar: Practice**

### A Tasty Treasure Hunt

**Grammar Rules Pronoun Agreement**

A pronoun can take the place of a noun. The chart shows which pronoun to use.

Subject Pronouns		Object Pronouns		Pronouns that Name the Same Noun Twice	
Singular	Plural	Singular	Plural	Singular	Plural
I	we	me	us	myself	ourselves
you	you	you	you	yourself	yourselves
she	they	her	them	herself	themselves
he		him		himself	
it		it		itself	

Read the paragraph. Replace the word or words under the line with the correct pronoun.

My little brother Jake likes pirates. He reads about them all the time. My mom and I are planning a surprise for him. We will hide a treasure. Then we will make a treasure map. Mom and I will find the treasure. Mom helped me draw the map. But I hid the present by myself. I hope Jake shares it with us. The treasure is a box full of his favorite cookies. Mom and I made them ourselves.

**Talk with a partner.** Tell about a "treasure" you could hide for a friend. Notice the pronouns you use as you talk.

PM6.12 Unit 6 | Treasure Hunters

## Grammar Focus

### 4 Use Pronoun Agreement Anthology page 385

Project **Student eEdition** page 385. Have volunteers read aloud the introduction and review the rules for pronoun agreement.

Display **eVisual 6.15** and read the passage aloud. Pause to identify the pronouns in the first two sentences, and state whether the pronouns are subject, object, or reflexive pronouns. (Sentence 1: "you," subject pronoun; "me," object pronoun; Sentence 2: "you," subject pronoun)

Have students circle the remaining subject pronouns, underline the remaining object pronouns, and put a box around each reflexive pronoun.



### Grammar Passage

Would you like to help me make a treasure map? You will need paper and pencils. I will use this picture of an island that Carla gave me. She said there is treasure buried near the mountain. Robert thinks she is teasing us. His family used to live on the island. They searched for treasure themselves. He said they never found anything.

We can have fun making the map even if we don't find any treasure. Maybe one day we can go to the island ourselves. Robert might have looked in the wrong place. Wouldn't he be surprised if we showed him treasure we found right near where he had looked?

**NGReach.com** Grammar Passage: eVisual 6.15



**INTERACTIVE WHITEBOARD TIP:** Highlight the subject, object, and reflexive pronouns.

### 5 Read Pronouns Anthology page 385

Read aloud the directions and passage on **Anthology** page 385. After students find the pronouns, have them state which are subject (*I, he*), which is object (*him*), and which is reflexive (*himself*).

See **Differentiate**

### 6 Write Pronouns Anthology page 385

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM6.12**.

## Check & Reteach

**OBJECTIVE:** Grammar: Use Pronoun Agreement

Check to see that students are able to use the correct pronoun in each case.

If students have trouble with pronoun agreement, have them ask themselves questions about how the pronoun should be used. *Ask yourself: "Is this referring to one person or thing or more than one person or thing?"* Direct them to look in the second column of the chart. *Ask yourself: "Is the pronoun referring to me or to someone else?"*



## Pronoun Agreement

Use the right **subject pronoun**, **object pronoun**, or **reflexive pronoun**.

### Grammar Rules Pronoun Agreement

	One	More Than One
• Use for yourself.	<b>I, me, myself</b>	
• Use for yourself and one or more persons.		<b>we, us, ourselves</b>
• Use when you speak to one or more persons.	<b>you, you, yourself</b>	<b>you, you, yourselves</b>
• Use for one other person or thing.	<b>he, she, it him, her, it himself, herself, itself</b>	
• Use for more than one other person or thing.		<b>they, them, themselves</b>

### Read Pronouns

Read this passage. Find the pronouns.

SILVER: Don't hurt him!  
JIM [to himself]: I thought he was my friend!

### Write Pronouns

What do you own that is a treasure? Write a conversation you might have. Tell about your treasure. Use pronouns.

385

Anthology page 385

## Daily Language Arts

### Daily Spelling and Word Work

Practice page T379l

### Daily Grammar

Point out the pronouns and their referents in the following sentence: He said to himself, "I must mail the map to her." (*he, himself, I, her*) Then use page T379n to teach pronoun agreement.

### Daily Writing Skills

Point out the caption under the Materials box on **Anthology** page 382. Explain that if the author decided to add this information to step 8, the author could copy the text, paste it into step 8, and then edit to make sure it makes sense. Then use page T379p to practice using technology to copy and paste text.

# Writing

## 7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 384 and review the Pronoun Agreement Chart on page 385. Explain that they will write a paragraph describing a treasure hunt, using as many Key Words and pronouns as they can. Students should use examples of subject, object, and reflexive pronouns.

After students write their paragraphs, have them circle each subject pronoun, underline each object pronoun, and put a box around each reflexive pronoun. Then have students add their paragraphs to their Weekly Writing folders.

## WRAP-UP

Point out that so far students have seen examples of treasure maps but that maps have many other uses. Ask students to identify and discuss other ways maps are used in everyday life. (Possible responses: school maps, street maps, bus route maps, evacuation maps, amusement park and zoo maps, museum maps, scavenger hunt maps)

## OBJECTIVES

### Thematic Connection: Destinations

- Compare Oral and Print Information
- Use Prefixes to Determine Word Meanings

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM6.13–PM6.15

### TECHNOLOGY ONLY

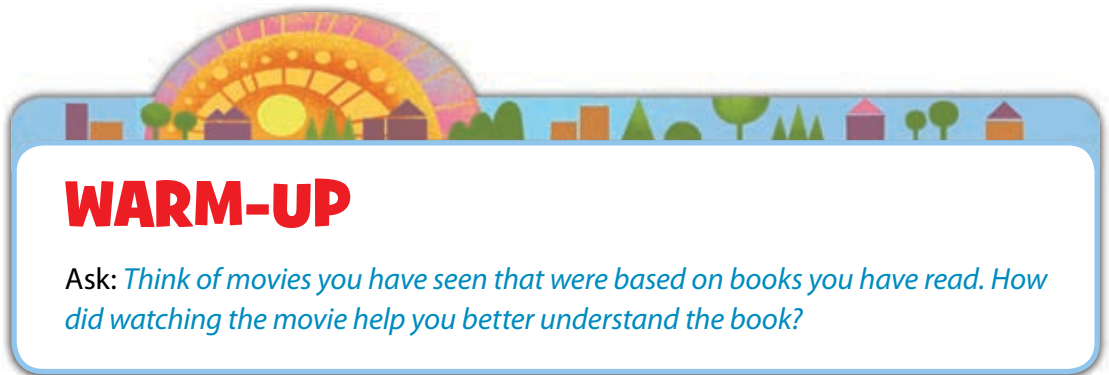
Mark-Up Model 6.1 or Model 6.1 PDF

Mark-Up Audio

Vocabulary Strategy Practice: eVisual 6.16

## MATERIALS

green and yellow highlighters



## WARM-UP

Ask: *Think of movies you have seen that were based on books you have read. How did watching the movie help you better understand the book?*

## Comprehension

### 1 Compare Oral and Print Information

Introduce the lesson: *You will read a play and listen to a performance of it to see how the performance helps you understand the play.*

### SCREEN 1

1 Display and read aloud **Mark-Up Model 6.1**. Have students follow along with **Practice Master PM6.13**. Have volunteers follow instruction 1 and click the Captain Melián button to confirm. Ask: *What does this information tell you about Captain Melián?* (He is anxious to get the **treasure**.)

2 Have volunteers follow instruction 2 and click the Alfonso button to confirm. Ask: *What do you learn about Alfonso from this text?* (He is excited about finding the **treasure**.) Click on the arrow. Remind students to mark up **Practice Master PM6.13**.

### SCREEN 2

3 Explain that students will now listen to a performance of the part of Scene One that they have read. Click on the **audio** button to play the audio.

4 Have volunteers tell what they learned about the characters. Click on the arrow to go to the next screen.

### SCREEN 3

5 Read aloud the instructions. Have students reread the first part of the text on **Practice Master PM6.13**. Have volunteers write answers on the left side of the chart and erase the Answer boxes to confirm the answers.

6 Replay the portion of the **Mark-Up Audio** and have volunteers write answers on the right side of the chart and erase the Answer boxes to confirm the answers.

Have students read the rest of the play and mark up **Practice Masters PM6.13–PM6.15**, following the highlighting pattern modeled with **Mark-Up Model 6.1** on **Practice Masters PM6.13–PM6.14**. Have partners write, on the left side of the chart on **Practice Master PM6.15**, information about the characters learned from the text.

Have students listen to the rest of the play on the **Mark-Up Audio** at **NGReach.com** and add additional information about the characters to **Practice Master PM6.15**. Have small groups discuss how the performance helped them understand the text.

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

**Mark-Up Reading**

**Today Is the Day!** by Margaret Schultz

**SCENE ONE**  
[SETTING: Crew members stand on a Spanish ship near Florida in 1625.]

**ALFONSO**, crew member:  
Enrique is looking for Nuestra Señora de Atocha now, Captain. No one has seen it since it sank in 1622. **I hope we find it!**

**CAPTAIN MELIÁN**, captain of the ship: **He'd better hurry!** We have to return to port soon, and **I want that treasure!**

**ALFONSO**: [pointing] **Look, sir!**


[ENRIQUE, a diver, comes to the surface of the water]

**MELIÁN**: Enrique, what did you see underwater?

**ENRIQUE**: [waving coins] I found gold coins, but I didn't see the *Atocha*!

**ALFONSO**: [holding up a coin] When we find the *Atocha*, **we'll be rich!**

**MELIÁN**: [snatching the coin from Alfonso] **You'll get your share—once I take mine, first!**



▲ Nuestra Señora de Atocha is Spanish for "Our Lady of the city of Atocha."

Character	Information from the text	Information from the performance
Alfonso	He is hopeful that they will find the ship.	He is afraid of Captain Melián.
Captain Melián	He is in a hurry to get the treasure.	He is loud and cruel.

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For use with TE pp. T385a–T385h **PM6.13** Unit 6 | Treasure Hunters

[NGReach.com](http://NGReach.com) Practice Masters PM6.13–PM6.15

## COMMON CORE STANDARDS

### Reading

- Refer to Details and Examples when Explaining Text CC.4.Rinf.1
- Interpret Information Presented Orally CC.4.Rinf.7
- Use Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
- Read with Fluency to Support Comprehension CC.4.Rfou.4

### Writing

Draw Evidence from Texts CC.4.W.9

### Language and Vocabulary


- Determine Meanings of Words and Phrases CC.4.L.4
- Use Greek and Latin Roots and Affixes as Clues to Meaning CC.4.L.4.b
- Understand Word Relationships CC.4.L.5



SCREEN 1

**Today is the Day!**  
by Margaret Schultz

**SCENE ONE**  
[SETTING: Crew members stand on a Spanish ship near Florida in 1625.]



▲ Nuestra Señora de Atocha is Spanish for "Our Lady of the city of Atocha."

**ALFONSO**, crew member: Enrique is looking for *Nuestra Señora de Atocha* now, Captain. No one has seen it since it sank in 1622. **I hope we find it!**

**CAPTAIN MELIÁN**, captain of the ship: **He'd better hurry!** We have to return to port soon, and I want that treasure!

**ALFONSO**: [pointing] **Look, sir!**

[ENRIQUE, a diver, comes to the surface of the water]

**MELIÁN**: Enrique, what did you see underwater?

**ENRIQUE**: [waving coins] I found gold coins, but I didn't see the *Atocha*!

1. Highlight in yellow the text that shows what Captain Melián is like.  
2. Highlight in green the text that shows what Alfonso is like.

2 1 2  
Captain Melián Alfonso

SCREEN 2



Listen to the performance. Listen for information about Captain Melián and Alfonso.

3 4

SCREEN 3

Write what you learn about each character from the text and from the performance.

Character	Information from the text	Information from the performance
Alfonso	5 Answer: He is hopeful that they will find the ship.	6 Answer: He is afraid of Captain Melián.
Captain Melián	5 Answer: He is in a hurry to get the treasure.	6 Answer: He is loud and cruel.

Fluency ✓

**Model and Practice Intonation** Explain: *When you read, change the pitch and tone of your voice to show excitement and other emotions.* Model Alfonso and Captain Melián on **Practice Master PM6.13**. Next, have students mark their texts to show lines in the script where the speaker should show excitement. Have partners model reading the marked sentences using appropriate intonation.

Check & Reteach

**OBJECTIVE:** Compare Oral and Print Information ✓

Listen to groups' discussions to check for students' understanding of how the oral version helped them better understand the print version of the play.

If students have difficulty interpreting the oral information, have them listen to the **Mark-Up Audio** again, focusing on the intonation of the voices. Then ask questions about each character: *Does Alfonso sound angry or afraid? How does that information help you understand how Alfonso feels toward Captain Melián?*



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T379l

### Daily Grammar ✓

Have students find the object pronoun *it* in the sentence "I hope we find it" on

**Practice Master PM6.13**. Then use page T379n to review object pronouns, reflexive pronouns, and pronoun agreement.

### Daily Writing Skills ✓

Use page T379p to review how to use technology when writing.

## Vocabulary Practice

### 2 More Prefixes ✓

Remind students that a prefix added to a word changes the meaning of the word.

Introduce the lesson: *You will use the meanings of the prefixes and base words to determine the meanings of words with prefixes.* Display **eVisual 6.16**.



### Vocabulary Strategy Practice

1. Eugene, are you saying that all this time we have misjudged where the ship disappeared?

Meaning: evaluated wrongly

Meaning: became not visible

2. Sometimes I think finding that ship is impossible!

Meaning: cannot be done

3. I thought we would have uncovered it by now.

Meaning: taken off something that was on top

**Prefix Meanings Table**

Prefix	Meaning
dis-	opposite of
un-	not or without
mis-	wrong
im-	not

**Base Word Meanings Table**

Base Word	Meaning
appeared	became visible
covered	hidden by something on top
judged	evaluated
possible	can be done

[NGReach.com](https://www.nGREach.com)

Vocabulary Strategy: eVisual 6.16



**INTERACTIVE WHITEBOARD TIP:** Have students circle the prefix in each underlined word.

Read aloud Eugene's first line on **Practice Master PM6.14**. Model determining the meaning of *unfortunately*: *The prefix un- means "not or without." The base word fortunately means "with luck." So, unfortunately means "with no luck."*

Read aloud each sentence in **eVisual 6.16**. Then have partners use the Prefix and Base Word Meanings Tables to determine and write the meaning of each underlined word.

## Power Writing

Have students write as much as they can as well as they can in one minute about a play.

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

## Check & Reteach

### OBJECTIVE: Use Prefixes to Determine Word Meanings ✓

Review students' answers to check if they can correctly use prefix and base word meanings to determine meanings of affixed words.

If students have difficulty determining meanings of affixed words, point out information in the charts as you reteach: *Misjudged has the prefix mis-, which means "wrong." The base word judged means "evaluated." So misjudged means "evaluated wrongly."* Reread the sentence aloud, using the underlined word's meaning in place of the word.

# Writing

## 3 Write About Theme

Introduce the activity: *Now you will write a paragraph about the theme of "Today Is the Day!"* Remind students that they have learned to identify the theme of a story using clues from the title, character traits, setting, and plot. Elaborate: *The text of a play gives you other clues to its theme. For example, you can use the dialogue and stage directions to learn more about the theme.* Model the process using Scene Two from **Practice Master PM6.14**.

Think Aloud	Write
<i>First, I'll introduce the topic of my paragraph.</i>	There is an important lesson to be learned in the play "Today Is the Day!"
<i>Next, I'll show how the dialogue in one scene gives a clue to the theme.</i>	In Scene Two of the play, Mel refuses to give up the search for the <i>Atocha</i> , even after Eugene says they've been searching in the wrong place. Mel says, "It's unthinkable to give up now!"
<i>Finally, I'll write the theme.</i>	Mel's words are a clue to the play's theme: You have a better chance of getting what you want if you work hard and stick with it.

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


See **Differentiate**

Invite partners to read each other's paragraphs and discuss differences in their themes. Then have students add their paragraphs to their Weekly Writing folders.

# Academic Talk

## 4 Discuss Theme

Introduce the activity: *Now you will discuss how to identify the theme of a play using clues in dialogue and stage directions.* Have groups of three or four students use **Practice Masters PM6.13–PM6.15** to guide their discussion, focusing on clues in the dialogue and stage directions.



**WRAP-UP** Say: *Mel Fisher and his crew never gave up on finding the Atocha. Tell about a goal you've been working on. What makes you keep trying?*

## Differentiate

### SN Special Needs

**ISSUE** Students have trouble pulling together various elements of the text to identify the theme.

**STRATEGY** Break the task into smaller, more manageable steps. Have students record their findings to these smaller tasks.

- Look for clues in dialogue.
- Look for clues in stage directions.
- Identify what happens to characters.
- Identify what characters learn from their experiences.
- Think about how lessons the characters learned can apply to your life.

Have students review what they wrote down to determine a theme.

### BL Below Level

**ISSUE** Students identify themes but do not provide specific examples of clues from the text.

**STRATEGY** Have each student create a graphic organizer, such as the Thematic Clues Chart below, to keep track of examples of each clue to the theme.

Thematic Clues Chart

Title/Setting Clues	Plot/Character Clues
Theme	
Dialogue Clues	Stage-Direction Clues

## OBJECTIVES

### Thematic Connection: Destinations

- Use Prefixes to Determine Word Meanings
- Compare Themes

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

Mark-Up Reading: Practice Masters PM6.13–PM6.15

### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 6.17

Compare Themes: eVisual 6.18

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- Describe an Event and a Setting (Drama) CC.4.Rlit.3
- Compare Treatments of Similar Themes, Topics, and Patterns of Events CC.4.Rlit.9
- Apply Word Analysis Skills Use Morphology to Read Multisyllabic Words CC.4.Rfou.3  
CC.4.Rfou.3.a

### Writing

- Apply Grade 4 Reading Standards Write Over Shorter Time for Specific Tasks and Purposes CC.4.W.9.a  
CC.4.W.10

### Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a

### Language and Vocabulary

- Determine Meanings of Words and Phrases CC.4.L.4
- Use Greek and Latin Roots and Affixes as Clues to Meaning CC.4.L.4.b
- Understand Word Relationships CC.4.L.5

## WARM-UP

Ask: *How are the words reorganize and recapture alike?* (Both begin with the prefix *re-*.) Have students list as many words as they can with the prefix *re-*.

## Vocabulary Practice

### 1 Prefixes

Remind students that they've learned about prefixes. **Display eVisual 6.17.**



### Vocabulary Strategy Practice

When **treasure**-hunters are uncertain of the exact site of a wreck, they often reexamine old **charts** that tell where experts think the ship sank. Even with charts, finding a wreck often takes so long that the search may feel like a misuse of time and money. But when **treasure**-hunters discover a ship, the hard work seems worth it!

#### Prefix Meanings Table

Prefix	Meaning
dis-	opposite of
mis-	wrong
re-	again
un-	not

#### Base Word Meanings Table

Base Word	Meaning
certain	sure
cover	to hide
examine	study
use	apply

#### Column A

1. discover
2. misuse
3. reexamine
4. uncertain

#### Column B

- a. apply wrongly
- b. not sure
- c. study again
- d. to find

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

Vocabulary Strategy: eVisual 6.17



**INTERACTIVE WHITEBOARD TIP:** Have students circle the prefix in each underlined word.

Have students copy Columns A and B. Explain: *Use the Prefix and Base Word Meaning Tables to match the words in Column A to their meanings in Column B.*

## Check & Reteach

**OBJECTIVE:** Use Prefixes to Determine Word Meanings

Check to see if students correctly match words and meanings.

If students have difficulty, model with the word *discover*.




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

**Mark-Up Reading**

**Today Is the Day!** by Margaret Schultz

**SCENE ONE**  
**[SETTING: Crew members stand on a Spanish ship near Florida in 1625.]**  
**ALFONSO**, crew member: Enrique is looking for *Nuestra Señora de Atocha* now, Captain. No one has seen it since it sank in 1622. **I hope we find it!**  
**CAPTAIN MELIÁN**, captain of the ship: **He'd better hurry!** We have to return to port soon, and **I want that treasure!**  
**ALFONSO**: [pointing] **Look, sir!**  
**[ENRIQUE, a diver, comes to the surface of the water]**  
**MELIÁN**: Enrique, what did you see underwater?  
**ENRIQUE**: [waving coins] I found gold coins, but I didn't see the *Atocha*!  
**ALFONSO**: [holding up a coin] When we find the *Atocha*, **we'll be rich!**  
**MELIÁN**: [snatching the coin from Alfonso] **You'll get your share—once I take mine, first!**



▲ Nuestra Señora de Atocha is Spanish for "Our Lady of the city of Atocha."

Character	Information from the text	Information from the performance
Alfonso	He is hopeful that they will find the ship.	He is afraid of Captain Melián.
Captain Melián	He is in a hurry to get the treasure.	He is loud and cruel.


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

**Mark-Up Reading**

**Today Is the Day!** (continued)

**SCENE TWO**  
**[SETTING: MEL FISHER, a treasure hunter, and EUGENE LYON, a historian, sit in the cabin of MEL's boat in the 1970s.]**  
**EUGENE LYON**: Unfortunately for Captain Melián, he uncovered lots of coins but never found the actual ship. I think he was really close, so shouldn't we be looking in the same place? **According to Melián's map**, we are nowhere near the *Atocha*!  
**MEL FISHER**: Eugene, are you saying that all this time we have misjudged where the ship disappeared?  
**EUGENE**: [excitedly] Yes! All along we thought the ship sank near this cluster of islands [points at the map]. But if I understand this map correctly, we need to look near these islands! [He jabs at a different place on the map.]  
**MEL**: [firmly] Let's do it! **I've already put a tremendous amount of time and money** into looking for the *Atocha*. **It's unthinkable to give up now!**  
**EUGENE**: [eagerly] **We are going to be rich!**  
**MEL**: [laughs] It's true that the treasure is worth about four hundred million dollars, but I also want to find the ship because **it's an incredible piece of history**, and **I want to display it in a museum** so everyone can share it! Tomorrow we will start looking near those other islands.



▲ The treasure on the *Atocha* was worth a fortune—more than 400 million US dollars!

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## Review and Integrate Ideas

### 2 Identify a Theme

Remind students that they have learned how to identify a theme. Introduce the activity: *You will describe details from "Treasure Island" that give clues about the theme.* Display the Identify Theme Chart below and model filling in the first row.

#### Identify Theme Chart

Element	Detail	Connection to the Theme
Setting	an island with buried treasure	The characters travel far and take great risks to find treasure.
Character: Actions	The doctor trades the map for Jim's safety.	The doctor cares more about Jim than the treasure.
Character: Dialogue	First Pirate: "I says we should kill them and take the map!"	The pirate cares only about the treasure.
Plot	The pirates take Jim hostage to get the treasure map, but the treasure is gone.	The pirates who do not care about people fail to find the treasure.
Theme	Taking risks and valuing people more than treasure will be rewarded.	

Have students recreate the chart and add other details from "Treasure Island" that are clues about the theme.

Then pose questions to help students use the clues to identify the theme of the play: *What do the characters' actions and dialogue tell you about their values? What does the plot show about why the author tells the story?*



## Daily Language Arts

### Daily Spelling and Word Work ✓

Test page T379k

### Daily Grammar ✓

Have students find the reflexive pronoun *himself* in the sentence “Captain Melián wants most of the treasure for himself.” Then use page T379n to review object pronouns, reflexive pronouns, and pronoun agreement.

### Daily Writing Skills ✓

Use page T379p to review and assess students’ use of word processing technology.

## 3 Compare Themes ✓

Introduce the activity: *You will now compare how details about setting, character actions and dialogue, and plot events provide clues to the themes of two plays.*

Display **eVisual 6.18**.



### Compare Themes

Element	“Treasure Island”	“Today Is the Day!”
Setting	an island with buried treasure	different boats in the 1970s and 1985
Character: Actions	The doctor trades the map for Jim’s safety.	Even after several failed attempts, Mel Fisher keeps trying to find the <i>Atocha</i> .
Character: Dialogue	First Pirate: “I says we should kill them and take the map!”	Mel Fisher encourages his team by telling them, “Today is the day!”
Plot	The pirates take Jim hostage to get the treasure map, but the treasure is gone.	Mel and his team discover the <i>Atocha</i> after 16 years of treasure-hunting.
Theme	Taking risks and valuing people more than treasure will be rewarded.	If you keep trying, you can accomplish your goals.

[NGReach.com](http://NGReach.com) Compare Themes: eVisual 6.18



**INTERACTIVE WHITEBOARD TIP:** Have students write entries in the empty cells.

## Differentiate

### EL English Learners

**ISSUE** Students lack sufficient language skills to articulate the theme.

**STRATEGY** Provide sentence frames:

- This story is about \_\_\_\_\_.
- It takes place in \_\_\_\_\_.
- The setting shows \_\_\_\_\_.
- The characters’ actions show \_\_\_\_\_.
- The author wants me to learn that \_\_\_\_\_.

### BL Below Level

**ISSUE** Students identify clues but do not use them to define a theme.

**STRATEGY** Invite students to imagine that they are members of Mel Fisher’s team. Ask questions to guide the thinking:

- *How do you feel when Mel encourages you?*
- *How do you feel when your team discovers the Atocha?*
- *What do you learn from the experience?*

Have students add the column for “Today Is the Day!” to their Identify Theme Charts and complete the entries about setting, character actions and dialogue, and plot events. Then use the questions from page T385f to help students use the clues to identify the theme of “Today Is the Day!”

### Check & Reteach

**OBJECTIVE:** Compare Themes ✓

Review students’ charts to check whether they make appropriate entries.

If students have difficulty, model with Mel Fisher’s first and second lines of dialogue.

## Writing

### 4 Write About Theme

Introduce: *Now write a paragraph to explain how you used clues to determine the theme of “Treasure Island.”* Have students add their paragraphs to their Weekly Writing folders.

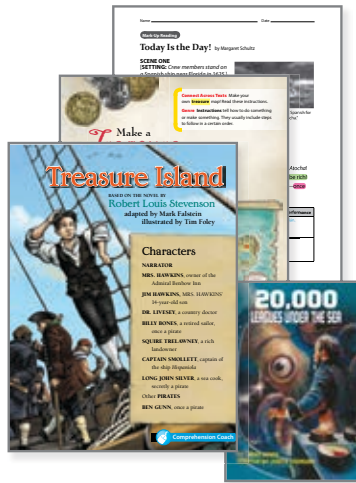
See **Differentiate**

# Academic Talk

## 5 Relate Readings to the Big Question

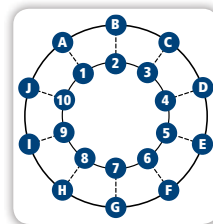
Have students recall the unit’s Big Question: *Why do we seek treasure?* Elaborate: *Think about “Treasure Island,” “Make a Treasure Map,” “Today Is the Day!,” and a Small Group Reading book you have read. What are some of the reasons that the characters in these texts looked for treasure?*

Model a response to the question for the play “Today Is the Day!” *Captain Melián wanted to find the Atocha to get rich. Mel Fisher wanted to get rich too, but he also wanted to preserve the ship and treasure and share them with other people.* Have students add the ideas to the unit concept map.



Remind students to prepare for discussions by reviewing the selections and their writing assignments. Use an **Inside-Outside Circle** to have students continue their discussion about how the readings relate to the Big Question.

- Have students form inside and outside circles so that students from opposite circles face one another.
- Students on the outside circle ask questions about how the readings express reasons people seek treasure. Provide examples:
  - *What are some reasons that people sought treasure?*
  - *How are two people’s reasons the same and different?*
  - *Which treasure hunting team would you like to join? Why?*
- Students on the inside circle answer each question.
- After each question, outside students shift one place to the left.
- After a signal, students trade inside and outside roles.



Inside-Outside Circle

## Best Practices

**Group Strategically** Rearrange groups periodically to ensure that students are challenged and feel comfortable sharing their ideas with their groups.

**WRAP-UP** Remind students that treasure can take many forms. Together, brainstorm kinds of treasure. (Possible responses: gold, jewelry, money, relationships, pets, books, memorabilia, art, moments, ideas, places) Prompt: *What would be the best treasure you could find? Why would it be better for you than another kind of treasure?* Have each student draw a picture of the best treasure they could find and share the drawing with a partner.

## OBJECTIVES

**Thematic Connection: Destinations**

✔ Write an Explanatory Essay: Ideas

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A6.44

### TECHNOLOGY ONLY

Explanatory Essay: eVisual 6.12

Ideas: eVisual 6.13

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

Plan, Revise, and Edit Writing	CC.4.W.5
Use Technology	CC.4.W.6
Demonstrate Keyboarding	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
Use Knowledge of Conventions	CC.4.L.3

## Write an Explanatory Essay

Display and read aloud the prompt.

You are writing an essay for an adventure magazine. Explain how to get ready for a fun outdoor adventure. Tell your readers everything they need to know before they leave.

## Study a Model

### Read an Explanatory Essay

Explain: *Let's read one student's explanatory essay.* Display and read aloud **eVisual 6.12**.



### Sample Explanatory Essay

#### Let's Go Snorkeling!

Would you like to see the beauty under the sea? Try snorkeling. It's fun and doesn't require a lot of training or equipment. You need three things: a mask, a snorkel, and a pair of fins. Oh yes . . . you also need a calm place to swim, hopefully near an ocean reef.

A snorkel is a rubber or plastic tube. It has a mouthpiece on one end. You breathe through the snorkel. It attaches to the mask and sticks up out of the water. The mask should fit your face snugly so no water or air gets into it. This keeps the mask clear so you can see all the undersea wonders.

The fins help you move through the water quickly and easily. Choose a pair that fit your feet well. You don't want to get blisters from them!

Now, select a location! Most snorkelers go to warm islands where they can relax and enjoy themselves. You won't need to pack much besides your snorkeling gear and beach clothes. Please do bring sunscreen, however!

[NGReach.com](http://NGReach.com) Explanatory Essay: eVisual 6.12



**INTERACTIVE WHITEBOARD TIP:** Circle the third sentence, explaining that this is the essay's main idea.

## Review the Trait: Ideas

Review the importance of clearly stating and supporting a main idea when you write: *You should be able to state the main idea of your essay in one sentence. Then, support it with details you choose to include.* Display and read aloud **eVisual 6.13**.



### Writing Trait: Ideas

Writing clearly presents ideas when

- readers quickly understand the main idea
- the details that are included support the main idea
- readers stay interested all the way through

[NGReach.com](http://NGReach.com) Ideas: eVisual 6.13



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

Display the following text:

Snorkeling is fun. You should try it. You need a mask, a snorkel, and fins.

Ask: *Why is the first paragraph of the essay stronger than this one?* (You understand the main idea, that snorkeling is fun and doesn't require much training or equipment.)

## Prewrite

### Choose a Topic

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

**Role:** Writer for an adventure magazine

**Audience:** Readers of an adventure magazine

**Form:** Explanatory essay

Then have students look at **Magazine Maker** photos of different outdoor scenes. Have them choose a topic and complete a RAFT.



### Get Organized

Review the sample: *“Let’s Go Snorkeling!” has a clear main idea. The writer includes details that support it.* Display a main idea diagram and review: *A main idea diagram shows how details are used to develop the main idea.* Model using ideas from “Let’s Go Snorkeling!” to complete the diagram.

<b>Main Idea:</b> Snorkeling is fun and doesn't require much equipment.
<b>Detail:</b> A snorkel helps you breathe.
<b>Detail:</b> A mask helps you see.
<b>Detail:</b> Fins help you swim.
<b>Detail:</b> Warm, calm waters are best for snorkeling.

#### Main Idea Diagram

Have students use main idea diagrams to plan their essays.

## Draft

### Write Ideas

Have students begin drafting their explanatory essays. Tell them to refer to their main idea diagrams as they write. Remind them that readers should understand the main idea and that details should only be included if they help to support the main idea.

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Students have trouble sticking to one important idea.

**STRATEGY** Have students make a word web of key words that are related to the main idea. Tell students to look for ways to reuse those words throughout their essays. Doing so will help them adhere to and develop their main idea.

## Daily Language Arts

### Daily Spelling and Word Work

Practice pages T379k–T379l

### Daily Grammar

Have students find the object pronouns in “Let’s Go Snorkeling!” (*it, them*) Use pages T379m–T379n to practice using object pronouns.

### Daily Writing Skills

Discuss how students have used the **Magazine Maker** software so far. Then use pages T379o–T379p to practice using technology.

## Revise

### Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell their essays and offer ideas to improve the idea development. Display Language Frames to guide the discussion.

#### Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> <li>• The main idea is that _____.</li> <li>• Details that support it are _____.</li> </ul>	<ul style="list-style-type: none"> <li>• Could you add details about _____?</li> <li>• I’m not sure why you included _____.</li> </ul>

### Make Changes

Have students revise their essays. Remind students that the main idea should be clear and supported with details.

Explain that they might want to cut details that are unimportant and add details that will help readers better understand the essay. Review how to insert and delete text in **Magazine Maker**: *Put the cursor where you want to add text, click, and use the keyboard to begin typing. To delete text, use the mouse to highlight it, and then hit delete.* Remind students that they should practice keyboarding until they are able to look at the screen, not the keyboard, while typing.

See **Differentiate**

**Student Sample: Revise**

**Sample Analysis**

#### Let’s Go Snorkeling!

Would you like to see the beauty under the sea? Try snorkeling. It’s fun and doesn’t require a lot of training or equipment. You need three things: a mask, a snorkel, and a pair of fins.

A snorkel is a rubber or plastic tube. It has a mouthpiece on one end. You breathe through the snorkel. It attaches to the mask and sticks up out of the water. The mask should fit your face snugly.

The fins help you move through the water quickly and easily. Choose a pair that fit your feet well. You don’t want to get blisters from them!

If I were a reader, I would want to know where to go snorkeling. I will add information about that to the first paragraph.

I should add details about why the mask should fit properly. Readers need to understand the importance.

## Differentiate

### **BL** Below Level

**ISSUE** Students are not able to think of the details that readers will need to know.

**STRATEGY** Tell students that before people decide to go on an adventure, they need to know these things: what the adventure is like, what to bring, where to go. Help them come up with details for each of these categories.



# Edit and Proofread

## Check the Explanatory Essay

Have students check their grammar and spelling, focusing on the Week 2 spelling words and on the correct use of pronouns.

Student Sample: Revise

Sample Analysis

A snorkel is a rubber or plastic tube. It has a mouthpiece on one end. You breathe through the snorkel. It attaches to the mask and sticks up out of the water. The mask should fit your face snuglie so no water or air gets into it. This keeps the mask clear so you can see all the undersea wonders.

The fins help you move through the water quickly and easily. Choose a pair that fit your feet well. You don't want to get blisters from them!

Now, select a location! Most snorkelers go to warm islands where they can relax and enjoy theirselves. You won't need to pack much besides your snorkeling gear and beach clothes. Please do bring sunscreen, however!

Snuglie is misspelled. It should end with a y.

The pronoun theirselves doesn't sound right. It should be themselves.

# Publish and Present

## Make a Final Copy

Remind students that **Magazine Maker** allows them to style and resize text. Encourage students to experiment with different layouts.

## Share with Others

Help students bind their essays together into an adventure magazine. Have them think of a title for the magazine and create a cover for it. They can also include a table of contents listing all the essays. Have students make additional copies to include in their Weekly Writing folders. Use the **Writing Rubric** to assess each student's essay.

Student Sample: Publish



**Let's Go Snorkeling!**

Would you like to see the beauty under the sea? Try snorkeling. It's fun and doesn't require a lot of training or equipment. You need three things: a mask, a snorkel, and a pair of fins. Oh yes...you also need a calm place to swim, hopefully near an ocean reef.

A snorkel is a rubber or plastic tube. It has a mouthpiece on one end. You breathe through the snorkel. It attaches to the mask and sticks up out of the water. The mask should fit your face snugly so no water or air gets into it. This keeps the mask clear so you can see all the undersea wonders.

The fins help you move through the water quickly and easily. Choose a pair that fit your feet well. You don't want to get blisters from them!

Now, select a location! Most snorkelers go to warm islands where they can relax and enjoy themselves. You won't need to pack much besides your snorkeling gear and beach clothes. Please do bring sunscreen, however!

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the reader is interested. Details are accurate and shown in depth throughout the topic.	The writing has a clear structure and purpose. The writer's ideas are organized logically. Most of the writing is on topic.	The writing has a strong voice and tone. The writer's tone is mostly appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are appropriate for the purpose and audience.	All sentences are used and varied. Transitions are used and varied. The writing is easy to read and flows well.	The writing has few errors in spelling, punctuation, and grammar. Most of the sentences are complete.	The text is presented in an orderly way. The writer's message is conveyed clearly. The text is easy to read and visually appealing.
3	Most of the writing is on topic. The writer's ideas are mostly accurate and shown in depth throughout the topic.	Most of the writing is on topic. The writer's ideas are mostly organized logically. Some of the writing is off-topic.	Most of the writing has a strong voice and tone. The writer's tone is mostly appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are appropriate for the purpose and audience.	Most of the sentences are used and varied. Transitions are used and varied. The writing is easy to read and flows well.	The writing has some errors in spelling, punctuation, and grammar. Some of the sentences are incomplete.	The text is presented in an orderly way. The writer's message is conveyed clearly. The text is easy to read and visually appealing.
2	The writing has a clear focus and the reader is interested. Details are accurate and shown in depth throughout the topic.	The writing has a clear structure and purpose. The writer's ideas are organized logically. Most of the writing is on topic.	The writing has a strong voice and tone. The writer's tone is mostly appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are appropriate for the purpose and audience.	All sentences are used and varied. Transitions are used and varied. The writing is easy to read and flows well.	The writing has few errors in spelling, punctuation, and grammar. Most of the sentences are complete.	The text is presented in an orderly way. The writer's message is conveyed clearly. The text is easy to read and visually appealing.
1	The writing does not have a clear focus and the reader is not interested. Details are inaccurate and shown in depth throughout the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not organized logically. Most of the writing is off-topic.	The writing does not have a strong voice and tone. The writer's tone is not appropriate for the purpose and audience.	Most of the words chosen to convey the writer's message are not appropriate for the purpose and audience.	Most of the sentences are not used and varied. Transitions are not used and varied. The writing is not easy to read and does not flow well.	The writing has many errors in spelling, punctuation, and grammar. Many of the sentences are incomplete.	The text is not presented in an orderly way. The writer's message is not conveyed clearly. The text is not easy to read and visually appealing.

# Week 2 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Use Details to Comprehend Text
- ✓ Compare Oral and Print Information
- ✓ Compare Themes

### ASSESSMENTS

**Reading Comprehension Test** Unit 6, Week 2

**Directions:** Read "How to Put on a Play" and "Buried Treasure." Then answer the questions about them.

**How to Put on a Play**

Here are some easy steps you can follow about how to put on a play.

1. First, choose a play to perform. You can find a script on the Internet or at the library. You can also write your own script. A person who writes a play is called a playwright.
2. Figure out how many actors you need. If there are more characters than actors, have some actors play more than one part.
3. Gather the necessary costumes and makeup. Also get your props. For example, if a scene needs a lamp, make sure to get one. You might find some good props in an attic or basement.
4. Get the word out to invite everyone you know. Make tickets and posters.
5. Prepare the stage area for the performance. Hang a bed sheet or a large tablecloth for a curtain. It can be any color or pattern you want. Set out chairs for your audience. If the performance is a book, you might want to have a book on the stage.
6. Practice, practice, practice! The more the actors rehearse, the better the play will be.

**A6.11** **Unit 6 | Treasures Hidden**

**Reading Comprehension Test** Unit 6, Week 2

**Buried Treasure**

**CHARACTERS:**  
LUKE, age 10  
TONY, age 10  
ELLA, age 8

**SETTING:**  
LUKE and ELLA's backyard, on a warm spring day. The three of them are digging on an area just as guided.

**TONY:** Why am I helping you two dig a garden again? I can think of lots of things I'd rather be doing than —

**LUKE:** Hey, what's that? LUKE is excited! My friend just hid something here! (LUKE laughs down.)

**ELLA:** Maybe it's buried treasure! Oh, how exciting!

**LUKE:** Starts digging around the edges of the hole until TONY and ELLA find it.

**TONY:** I thought to keep himself from being excited! It's a box of some kind! I wonder what could be in it?

**LUKE:** I think it's a —

**TONY:** Ah! (Shakes his head.) It's just an old soda can full of dirt.

**ELLA:** (Puts the can out of the hole and wipes its surface clean.) What can I have?

**A6.12** **Unit 6 | Treasures Hidden**

**Reading Strategy Assessment** Unit 6

Check the reading strategy the student used and all the strategies that show what the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

**ASK:** What do you do when you read? What are some parts of the text that confused you or were hard to follow? What do you do to understand better?

**Reading Strategy Rubric**

Plan and Monitor 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1				
			4	3	2	1
1. The student uses a plan to read and monitors progress.	1. The student makes connections between what is read and what is known or experienced.	1. The student visualizes what is read.				
2. The student uses a plan to read and monitors progress.	2. The student makes connections between what is read and what is known or experienced.	2. The student visualizes what is read.				
3. The student uses a plan to read and monitors progress.	3. The student makes connections between what is read and what is known or experienced.	3. The student visualizes what is read.				
4. The student uses a plan to read and monitors progress.	4. The student makes connections between what is read and what is known or experienced.	4. The student visualizes what is read.				

**SG6.30** **Unit 6 | Treasures Hidden**

Reading Comprehension Test  
A6.11–A6.13  
Reading Strategy Assessment  
SG6.30–SG6.31

#### Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

**Oral Reading Assessment** Unit 6

In 1848, a man in California was working near a water mill. He discovered several nuggets of gold. As the news spread of this great discovery, people traveled from all over the world. They came to seek their fortune. The Gold Rush had begun.

The chance for people coming to California was long and hard, whether by ship or across the country. Towns sprang up near places that had promise of gold. People lived in tents, wooden shacks, and camps. Life was difficult and wild.

At the beginning, gold was plentiful. The first people to arrive could find nuggets of gold in streams and rivers. If the gold seekers were lucky, they could make more money in a short time as miners than they could working back at home as laborers. Of course, not everyone was lucky.

Those people are still looking for gold. Some experts say that only one of the gold in the world has been found. The possibility of getting rich quickly is always in people's minds.

Modern gold miners use both old and new technologies. For example, they use devices that help when gold might be nearby. Some people become scale miners and mine deep in the rivers to look for hidden gold. However, many use the old-fashioned way of gold panning. Gold panning starts with getting water and small pebbles from a river bed into a pan and slowly swirling water over the mix to wash away the lighter material. Gold is heavy, so it will remain in the pan.

The next gold miners, the dream of getting rich quickly does not come true. But if someone is lucky enough to find even just one ounce of gold in a day, he or she can sell it for a very large amount of money. That is not a bad day's work!

**A6.1** **Unit 6 | Treasures Hidden**

**Oral Reading Assessment** Unit 6

**Score Sheet**

Grade	Accuracy (%)		Fluency (%)		Intonation (%)	Rate (%)
	Target	Score	Target	Score		
1	95		95		95	
2	90		90		90	
3	85		85		85	
4	80		80		80	
5	75		75		75	
6	70		70		70	
7	65		65		65	
8	60		60		60	
9	55		55		55	
10	50		50		50	

**A6.2** **Unit 6 | Treasures Hidden**

**Oral Reading Assessment** Unit 6

**Retelling Rubric**

Code	Retelling Rubric				
	4	3	2	1	0
1	4	3	2	1	0
2	4	3	2	1	0
3	4	3	2	1	0
4	4	3	2	1	0

**Oral Reading Assessment Wrap-up**

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel when you read this passage?
- What did you think about the author's writing style?
- How did you feel when you read this passage?
- How did you feel when you read this passage?
- How did you feel when you read this passage?

**A6.3** **Unit 6 | Treasures Hidden**

Oral Reading Assessment  
A6.1–A6.3  
Use these passages throughout Unit 6. Work with On Level students this week.

#### Vocabulary and Spelling

- ✓ Use Prefixes to Determine Word Meanings
- ✓ Spell Words with y: happy, yellow, key
- ✓ Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 6, Week 2

**Directions:** Read the questions. Choose the correct answer.

1. What does **prudent** mean?  
 a. not appear  
 appear in a bad way  
 appear in a small way  
 appear in a small way

2. What does **discontinue** mean?  
 stop  
 start  
 continue  
 stop

3. What does **injure** mean?  
 hurt  
 help  
 heal  
 help

4. What does **conscientious** mean?  
 not appear  
 appear in a bad way  
 appear in a small way  
 appear in a small way

**A6.14** **Unit 6 | Treasures Hidden**

**Spelling Words**

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

**Words with y**

1. anxiety Those big waves filled us with **anxiety**.
2. authority The captain has **authority** over everyone on the ship.
3. canyon A deep gorge is called a **canyon**.
4. celebrity I read about the television **celebrity** and the many other famous people who visited this place.
5. ferry The **ferry** of the storm shook the tiny plane.
6. hearty Our relatives were happy to see us and gave us a **hearty** welcome.
7. justify That criminal was **justly** punished, but this innocent man was **unjustly** punished.
8. outcry There was a public **outcry** and a large protest when a bridge fell on the street.
9. rally **Rallying** together to help one another in difficult times makes people feel better.
10. reply I always **reply** "yes" when someone asks me if I'd like to travel.
11. society In the United States, our **society** is made up of people from many different backgrounds and cultures.
12. spy He was called **spy** for his age and enjoyed hiding the box.
13. yacht The **yacht** sailed quickly over the water.
14. yearn I want to travel, and especially **yearn** to visit Europe.
15. yoke The farmer joined the two horses with a **yoke** before plowing the field.

**Watch-Ort Words**

16. peer Try to **peer** into the dark, foggy night to locate the ship.
17. pier Our family waited on the **pier** for the ship to arrive.
18. weight I hoped we wouldn't have to **weigh** too long.
19. weight I couldn't lift the suitcase because of its **great weight**.

**A6.15** **Unit 6 | Treasures Hidden**

Vocabulary Test  
A6.14  
Spelling Pretest/  
Spelling Test  
T379k

#### Grammar and Writing

- ✓ Use Pronouns
- ✓ Use Technology

**Writing, Revising, and Editing Test** Unit 6, Week 2

**Directions:** Read the paragraph. Then answer the questions.

When my little cousin visit \_\_\_\_\_ play with them while our mother talk. We make a ship out of two couches that face each other. We usually put a big blanket over both of \_\_\_\_\_. The blanket is our sail and also help \_\_\_\_\_. \_\_\_\_\_ look from inside. My cousins and I drive \_\_\_\_\_ in heavy old clothes from the attic. We can be anything we want. I dress \_\_\_\_\_ like an old sailor. Jasmine likes to dress up as a fancy lady, so once my mom let \_\_\_\_\_ borrow some shiny earrings. Todd usually wear \_\_\_\_\_ as a shirt and pretends to be an ancient Roman soldier. Jasmine and Todd really enjoy \_\_\_\_\_.

1. Choose the answer that goes in Blank 1.  
 I  
 my  
 me  
 we

2. Choose the answer that goes in Blank 2.  
 them  
 her  
 us  
 myself

3. Choose the answer that goes in Blank 3.  
 we  
 us  
 you

4. Choose the answer that goes in Blank 4.  
 myself  
 ourselves  
 themselves

**A6.15** **Unit 6 | Treasures Hidden**

**Writing, Revising, and Editing Test** Unit 6, Week 2

**Directions:** Read the paragraph. Then answer the questions.

1. Choose the answer that goes in Blank 5.  
 itself  
 myself  
 them

2. Choose the answer that goes in Blank 6.  
 her  
 me  
 them

3. Choose the answer that goes in Blank 7.  
 myself  
 ourselves  
 themselves

4. Choose the answer that goes in Blank 8.  
 myself  
 ourselves  
 themselves

5. Imagine you are working with two classmates on a research report about a recent discovery of an ancient artifact. Write a paragraph explaining how you and your classmates will use technology to do your research report.

**A6.16** **Unit 6 | Treasures Hidden**

**Writing Rubric**

Code	Score	Writing	Revising	Editing
1	4	4	4	4
2	3	3	3	3
3	2	2	2	2
4	1	1	1	1
5	0	0	0	0

**A6.44** **Unit 6 | Treasures Hidden**

Writing, Revising, and Editing Test  
A6.15–A6.16  
Writing Rubric  
A6.44

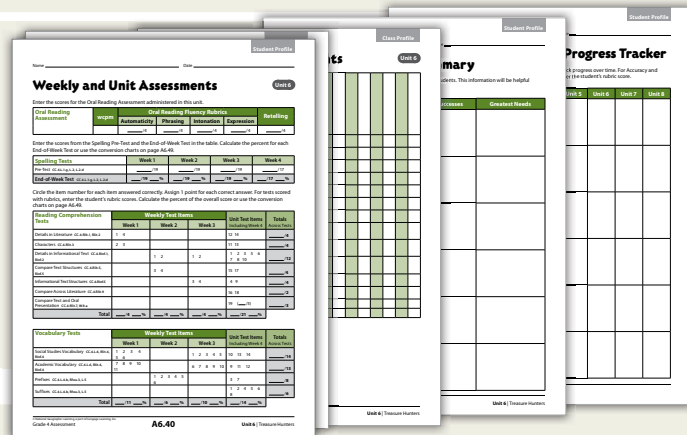




ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A6.40–A6.41
- Class Profile: Weekly and Unit Assessments** A6.42
- Student Profile: Strengths and Needs** A6.43
- Student Profile: Oral Reading Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Details:** Reteaching Master RT6.4

**Theme:** Reteaching Master RT6.5

**Determine Importance:** Reteaching Master RT6.6

#### ADDITIONAL PRACTICE

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

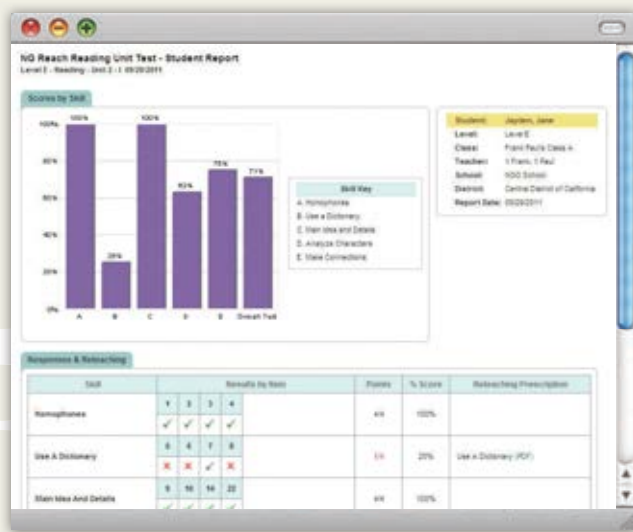
### Fluency

#### RETEACH

**Fluency Routines,** page BP33

#### ADDITIONAL PRACTICE

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



### ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

**Vocabulary Routine 6,** page BP40

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

#### ADDITIONAL PRACTICE

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

**Daily Spelling Practice,** pages T379i–T379j

### Grammar and Writing

#### RETEACH

**Pronouns:** Anthology Handbook, page 600

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

**Writing Trait: Ideas:** Reteaching Master RT6.7

#### ADDITIONAL PRACTICE

**More Grammar Practice** PM6.17

**Daily Writing Skills Practice,** pages T379o–T379p

# Week 3 Planner

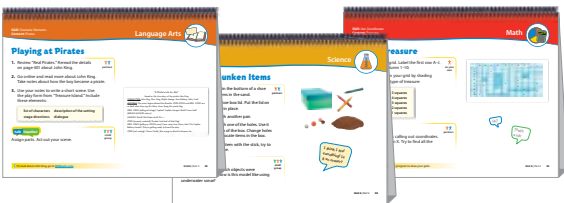
Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
	<b>Language and Vocabulary</b> 🕒 20 minutes	<b>Academic Talk</b> CC.4.Rlit.4 Restate an Idea T386	<b>Academic Talk</b> CC.4.Rinf.7; CC.4.SL.4 Retell an Experience T388a
	<b>Reading</b> 🕒 20–40 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d ☑ Words with Blends <i>oi, oy, ou, ow</i> , and Commonly Misspelled Words T385s	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2.d ☑ Practice T385s
	<b>Writing</b> 🕒 15–45 minutes	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Demonstrative Pronouns T385u <b>Social Studies Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn Key Words T386 <b>archaeologist artifact currency galleon merchant</b>	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Demonstrative Pronouns T385u <b>Academic Vocabulary</b> CC.4.Rlit.4; CC.4.Rinf.4; CC.4.L.6 ☑ Learn More Key Words T388a–T389 <b>colony examine preserve route trade</b>
	<b>Reading</b> CC.4.Rinf.2 Read Aloud: Fantasy T387a	<b>Comprehension</b> CC.4.Rinf.5 ☑ Explain Text Structure: Sequence T387a	<b>Reading</b> CC.4.Rinf.1; CC.4.Rinf.2 Read a Biography
	<b>Fluency</b> CC.4.Rfou.4 ☑ Model Phrasing T387a		<b>Comprehension</b> CC.4.Rinf.1; CC.4.Rinf.2 ☑ Determine Importance to Identify Main Idea and Details T390–T391
	<b>Power Writing</b> T386 CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.8; CC.4.W.9 ☑ Plagiarism vs. Paraphrasing T385w <b>Writing</b> CC.4.W.9.b; CC.4.W.10 Write with Sequence T388	<b>Fluency</b> CC.4.Rfou.4 ☑ Practice Phrasing T390	<b>Fluency</b> CC.4.Rfou.4 ☑ Practice Phrasing T390
	<b>Research Project: Research Treasure Hunters</b> CC.4.W.8 Plan T409a	<b>Power Writing</b> T388a CC.4.W.10 <b>Daily Writing Skills</b> CC.4.W.8; CC.4.W.9 ☑ Plagiarism vs. Paraphrasing T385w <b>Writing</b> CC.4.W.9.b; CC.4.W.10 Write About Determining Importance T390–T391	<b>Research Project: Research Treasure Hunters</b> CC.4.W.7; CC.4.W.8; CC.4.W.9; CC.4.SL.2; CC.4.L.2.b Research T409a

<b>SMALL GROUP READING TIME</b>		<b>Read Social Studies Articles</b>	<b>Read Nonfiction Books</b>
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Social Studies Vocabulary SG17	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG18–SG19
		<b>Reading</b> CC.4.Rinf.2; CC.4.Rinf.10 Read and Comprehend Informational Texts SG16 Build Comprehension SG17 Summarize SG16–SG17	<b>Reading</b> CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rinf.10; CC.4.SL.1.a ☑ Introduce SG18–SG19 ☑ Determine Importance SG20–SG21 ☑ Use Details and Examples to Explain Text SG20–SG21

<b>LEARNING STATION TIME</b>			
🕒 20 minutes			
		<b>Speaking and Listening</b> T385q CC.4.SL.2 <b>Language and Vocabulary</b> T385q CC.4.L.6 <b>Writing</b> T385q CC.4.W.3; CC.4.W.3.a; CC.4.W.3.b; CC.4.W.4; CC.4.W.8 <b>Cross-Curricular</b> T385r CC.4.Rinf.7; CC.4.SL.1; CC.4.SL.1.b <b>Reading and Intervention</b> T385r, SG68 CC.4.Rinf.9; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4; CC.4.Rfou.4.b; CC.4.Rfou.4.c; CC.4.SL.4	

**Big Question** Why do we seek treasure?

### Day 3

**Read and Comprehend**

**Academic Talk** CC.4.Rfou.4  
Preview and Predict T392

**Daily Spelling and Word Work** CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.2  
✓ Practice T385t

**Daily Grammar** CC.4.L.1; CC.4.L.3  
✓ Demonstrative Adjectives and Pronouns T385v

**Vocabulary Practice** CC.4.L.6  
✓ Expand Word Knowledge T392

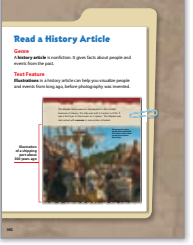
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**Reading** CC.4.Rfou.4.a  
Read a History Article T393–T402

**Comprehension** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rinf.3; CC.4.Rinf.7  
✓ Explain Text Structure: Sequence T402

✓ Determine Importance T394–395, T398–399, T402  
Discuss Illustrations and Photos T396–397

**Fluency** CC.4.Rfou.4; CC.4.Rfou.4.b  
✓ Practice Phrasing, Accuracy, and Rate T394–T395




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**Power Writing** T392 CC.4.W.10  
**Daily Writing Skills** CC.4.W.8; CC.4.W.9  
✓ Plagiarism vs. Paraphrasing T385x

**Writing** CC.4.W.9; CC.4.W.9.b; CC.4.W.10  
Write About Events T403

**Research Project: Research Treasure Hunters** CC.4.W.7; CC.4.W.8; CC.4.W.9; CC.4.SL.2; CC.4.L.2.b  
Research T409a

### Day 4

**Read and Comprehend**

**Academic Talk** CC.4.Rinf.1; CC.4.Rinf.2  
Summarize Reading T404

**Daily Spelling and Word Work** CC.4.L.2; CC.4.L.2.d  
✓ Practice T385t

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Grammar and Writing T385v

**Vocabulary Practice** CC.4.L.6  
✓ Share Word Knowledge T404

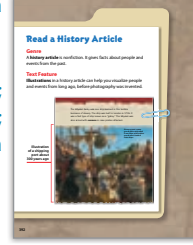
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**Reading** CC.4.Rfou.4.a  
Read a History Article T405–T406

**Comprehension** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rfou.4.a  
✓ Explain Text Structure: Sequence T405–T406

✓ Determine Importance to Identify Main Idea and Details T405–T406

**Fluency** CC.4.Rfou.4; CC.4.Rfou.4.b  
✓ Practice Phrasing, Accuracy, and Rate T405




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**Power Writing** T404 CC.4.W.10  
**Daily Writing Skills** CC.4.W.8; CC.4.W.9  
✓ Plagiarism vs. Paraphrasing T385x

**Writing** CC.4.W.9.b; CC.4.W.10  
Write About Illustrations T407

**Research Project: Research Treasure Hunters** CC.4.W.7; CC.4.W.8; CC.4.W.9; CC.4.SL.2; CC.4.L.2.b  
Organize T409b

### Day 5

**Review and Apply**

**Academic Talk** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.SL.4  
Talk About It T408

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Review T385v

**Vocabulary Review** CC.4.L.6  
✓ Apply Word Knowledge T407a

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**Comprehension** CC.4.Rinf.1; CC.4.Rinf.2  
✓ Explain Text Structure: Sequence T408a

**Fluency** CC.4.Rfou.4.b  
✓ Check Phrasing, Accuracy, and Rate T409

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**Power Writing** T407a  
**Daily Writing Skills** CC.4.W.8; CC.4.W.9  
✓ Plagiarism vs. Paraphrasing T385x

**Writing** CC.4.W.9.b  
Write About It T408


**Research Project: Research Treasure Hunters** CC.4.W.7; CC.4.W.8; CC.4.W.9; CC.4.SL.2; CC.4.L.2.b  
Present T409b

**Read Nonfiction Books**

**Vocabulary** CC.4.L.6  
Learn Story Words SG18–SG19

**Reading** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rinf.10; CC.4.SL.1.a  
✓ Determine Importance SG20–SG21

✓ Use Details and Examples to Explain Text SG20–SG21




**Read Nonfiction Books**

**Vocabulary** CC.4.L.6  
Learn Story Words SG18–SG19

**Reading** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rinf.10; CC.4.SL.1.a  
✓ Determine Importance SG20–SG21

✓ Use Details and Examples to Explain Text SG20–SG21

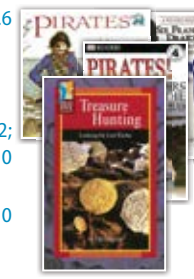


**Read Nonfiction Books**

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG19–SG21

**Reading** CC.4.Rinf.2; CC.4.Rinf.10  
Connect Across Texts SG21

**Writing** CC.4.W.10  
Choose a Writing Option SG20–SG21



**ASSESSMENT & RETEACHING**



- Assessment and Reteaching** T409c–T409d
- ✓ Reading Comprehension Test A6.17–A6.18 CC.4.Rinf.1; CC.4.Rinf.2
  - ✓ Reading Strategy Assessment SG57–SG58 CC.4.Rlit.10
  - ✓ Oral Reading Assessment A6.1–A6.3 CC.4.Rfou.4.a
  - ✓ Vocabulary Test A6.19–A6.20 CC.4.L.b; CC.4.L.6
  - ✓ Spelling Test: Words with Blends *oi, oy, ou, ow*, and Commonly Misspelled Words T385s CC.4.Rfou.3; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d
  - ✓ Writing, Revising, and Editing Test A6.21–A6.23 CC.4.W.10; CC.4.L.1; CC.4.L.3
  - Reteaching Masters RT6.8–RT6.9

# Week 3 Learning Stations

## Speaking and Listening

### Option 1: Paraphrase “The Slave Ship *Whydah*”

Columbus explored a New World that was full of goods to be traded.

Europeans created a “Triangular Trade” to move the goods.

Have students read **Anthology** page 396 of “The Slave Ship *Whydah*” and paraphrase the text, using their own words to describe the triangular trade.

Paraphrase Text

CC.4.SL.2

### Option 2: Listen to “The Man Who Found the *Titanic*”



[NGReach.com](#) Student Resources

Have students paraphrase a radio interview with the man who found the *Titanic*.

- To listen to the interview have students, go to Resources > Unit 6 > Learning Stations > Week 3 > Robert Ballard.
- Ask students to take notes as they listen.
- Have students paraphrase the interview as they tell their partners about it.

Paraphrase Oral Information

CC.4.SL.2

## Language and Vocabulary

### Key Words

archaeologist · artifact · colony · currency  
examine · galleon · merchant · preserve  
route · trade

### 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

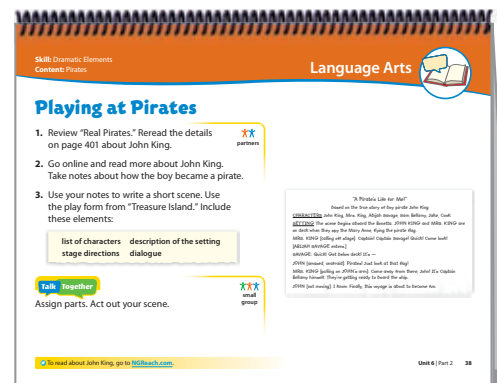
Have students expand their word knowledge. Under Add More Information > Write a Sentence, have students write sentences using Key Words, demonstrative pronouns, and demonstrative adjectives.

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.4.L.6

## Writing

### Option 1: Playing at Pirates



### PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 38

Teacher’s Guide on [NGReach.com](#)

Student Resources Directory

Write Narratives	CC.4.W.3
Establish a Situation	CC.4.W.3.a
Use Dialogue	CC.4.W.3.b
Take Notes	CC.4.W.8

### Option 2: Write to Barry Clifford

Dear Mr. Clifford,  
I am interested in becoming an explorer.  
What do you find most interesting about your work?

Have students write a letter to Barry Clifford, explorer and author of the selection “Real Pirates.”

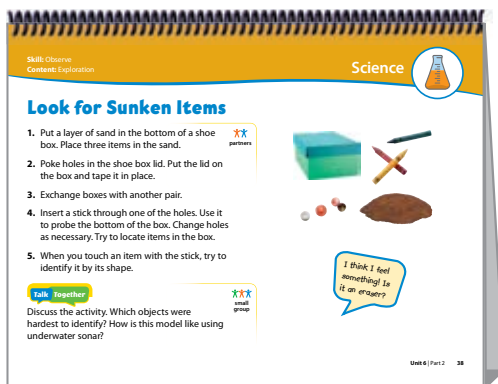
- Review with students the elements of a letter.
- Have students brainstorm a list of questions they would like to ask Clifford.
- Remind students to include information about themselves in the letter.

Use Appropriate Development and Organization

CC.4.W.4

## Cross-Curricular

### Option 1: Look for Sunken Items



**Look for Sunken Items**

- Put a layer of sand in the bottom of a shoe box. Place three items in the sand.
- Poke holes in the shoe box lid. Put the lid on the box and tape it in place.
- Exchange boxes with another pair.
- Insert a stick through one of the holes. Use it to probe the bottom of the box. Change holes as necessary. Try to locate items in the box.
- When you touch an item with the stick, try to identify it by its shape.

**Talk Together**  
Discuss the activity. Which objects were hardest to identify? How is this model like using underwater sonar?

*I think I feel something! Is it an eraser?*

### PROGRAM RESOURCES & MATERIALS

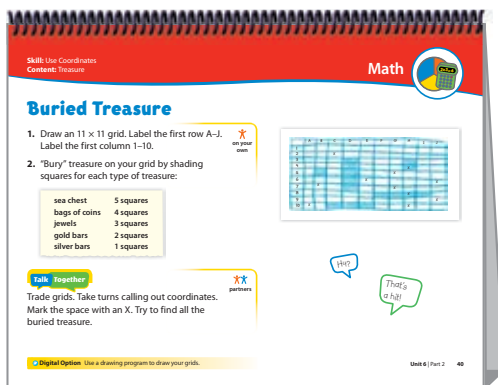
Cross-Curricular Teamwork Activities: Card 38

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

shoebboxes • sand • small items to use as "artifacts"  
• wooden skewers or disposable chopsticks

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly CC.4.SL.1

### Option 2: Buried Treasure



**Buried Treasure**

- Draw an 11 × 11 grid. Label the first row A-J. Label the first column 1-10.
- "Bury" treasure on your grid by shading squares for each type of treasure:

sea chest	5 squares
bags of coins	4 squares
jewels	3 squares
gold bars	2 squares
silver bars	1 square

**Talk Together**  
Trade grids. Take turns calling out coordinates. Mark the space with an X. Try to find all the buried treasure.

*That's a hat!*

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 40

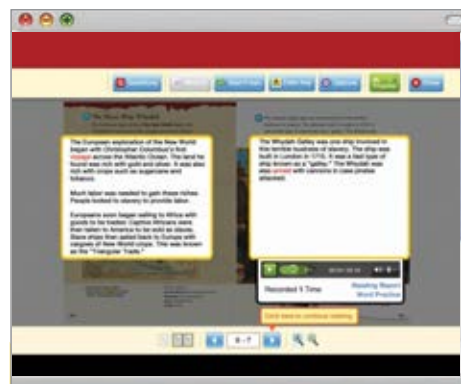
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

drawing or graph paper • colored markers

Interpret Information Presented Orally CC.4.Rinf.7  
Carry Out Assigned Roles CC.4.SL.1.b

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Read and Comprehend Informational Texts CC.4.Rinf.10  
Read with Accuracy and Fluency to Support Comprehension CC.4.Rfou.4  
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.4.Rfou.4.b

### Option 2: Read About Other Sunken Treasures



### MATERIALS

library books or online resources

Have students go online or use library books to research two accounts about sunken treasures.

- Tell students to take notes as they do their research.
- Have students write short reports comparing and contrasting the information they have found.
- Have students share their reports with the class.

Integrate Information from Two Texts CC.4.Rinf.9  
Report on a Topic CC.4.SL.4

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.ncreach.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 RT6.8–RT6.9.

### Additional Resources

#### Reach into Phonics



Lessons 92 and 93

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

#### ESL Kit



ESL Teacher's Edition pages T386–T409

# Week 3 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: Types of Explorers**

- ✔ Spell Words with *oi, oy, ou, ow*
- ✔ 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 *oi, oy, ou, ow*

1. annoy	We <b>annoy</b> Dad in the car when we bother him with questions as he tries to find his way around town.
2. astound	Astronauts <b>astound</b> us with their discoveries.
3. boundless	That kitten has <b>boundless</b> energy as he tirelessly plays.
4. boycott	I heard a news story that encouraged me to <b>boycott</b> buying fish as a protest against overfishing.
5. cowardly	I read a book about a <b>cowardly</b> lion that became brave enough to explore a forest.
6. disappoint	Exploring the corn maze won't <b>disappoint</b> you because it's as tricky and fun as you hope it will be.
7. encounter	He didn't expect to meet a pirate, so his sudden <b>encounter</b> with Captain Cook was terrifying.
8. hoist	Sailors <b>hoist</b> the heavy cargo onto the ship.
9. loyalty	The crew shows their <b>loyalty</b> by helping the captain.
10. outrage	People everywhere felt great <b>outrage</b> when the research ship was sunk by pirates.
11. prowl	Stray dogs <b>prowl</b> the city streets looking for food.
12. rouse	Reading about travel can <b>rouse</b> your curiosity, awakening your desire to see new sights.
13. scowl	He had an angry <b>scowl</b> on his face when he realized the path was a dead end.
14. trounce	"We will <b>trounce</b> the other teams and get to the North Pole in half as much time!" bragged the leader.
15. turmoil	The crowd caused much noise and confusion, so we looked for a quiet place to escape the <b>turmoil</b> .

### Watch-Out Words

16. foul	There is a <b>foul</b> odor of dead fish on the beach.
17. fowl	I see a chicken and other <b>fowl</b> scratching in the sand.
18. tide	Look at what the ocean <b>tide</b> has washed ashore.
19. tied	It's a log raft <b>tied</b> together with cords.

## Digraphs *oi, oy*

Day 2



Option 1

### MATERIALS

index cards, 8 per pair of students

### Teach

Display and read the words *hoist* and *annoy*. Circle the vowel digraph in each word and explain: *A vowel digraph is two vowels that together make one sound. The letters oi and oy make the same sound.* With students, choral-read the words again, exaggerating the sound of the digraph.

### Prepare

Have partners collaborate to write each of these words on a separate card: *annoy, boycott, disappoint, hoist, loyalty, and turmoil*. Then have them write the vowel digraph *oi* on one card and *oy* on another card.

### Practice

- Have one partner take the two digraph cards and have the other partner take the six word cards.
- The partner with the word cards holds up one card at a time. The other partner holds up the appropriate digraph card, says the digraph, and spells the word aloud with his or her eyes closed.
- Then have pairs switch roles and repeat the activity.

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

## Time to Explore

Day 2



Option 2

### MATERIALS

colored pencils • print or online dictionary, one per student

### Write a Letter

- Have each student write a letter to a family member about a place he or she would like to visit.
- Have students include all of the Watch-Out Words and as many other spelling words as possible in the letter.
- Have students consult a dictionary to be sure they are using the correct Watch-Out Word for the context.
- Encourage students to mail or email their final letters, if possible.

March 12, 2012

Dear Mom,

Let's visit Lovely Beach. It won't disappoint us. If we prowl along the beach, the tide will astound us. If the weather is foul, we can shop for candy tied with ribbons. We can even encounter geese and other fowl at a local farm . . .

Use Frequently Confused Words

CC.4.L.1.g

Consult References

CC.4.L.2.d



## Digraphs *ou, ow*

Day 3



Option 1

### MATERIALS

index cards, 11 per pair of students

### Teach

Display and read the words *astound* and *scowl*. Circle the vowel digraph in each word and explain: *The letters ou and ow are vowel digraphs that make the same sound.* Say the words again, exaggerating the sound of the digraph. Have students repeat the words.

### Prepare

- Have partners write *astound, boundless, cowardly, encounter, outrage, prowl, rouse, scowl, trounce, foul, and fowl* on separate cards.
- Then have them write a short sentence on the back of the *rouse* card, with a blank for the vowel digraph. Example: R \_\_ se from your sleep.
- Have each partner repeat the steps with five of the remaining cards.

### Play a Game

- Partners exchange cards and add the missing vowel digraphs without looking at the spelling of the word on the other side of the card.
- When both partners are finished, students take turns holding up cards and reading sentences to each other.

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

## Adventure Stories

Day 3



Option 2

### Write a Story

- Have each group of students collaborate to write a story about an explorer's journey. The story can be real or imaginary.
- Have one student begin the story with a sentence that includes a spelling word. Then have students take turns adding a sentence, continuing the story.
- Have groups share their stories with another group.
- Have one student from each group read the finished story to the class.

My name is Explorer Mustache, and I am on the prowl for treasure.  
Hoist the sail and off we go!  
 I hope to find a foul fowl.  
 Some sailors are too cowardly to face such a stink, but not I!

Demonstrate Command of Spelling CC.4.L.2

## Alphabet Game

Day 4



Option 1

### MATERIALS

index cards, 19 per group of three or four students

### Prepare

- Arrange small groups and have them collaborate to write each of the 19 spelling words on a separate card.
- Tell each group to shuffle the cards, place them face down in a stack, and arrange themselves in a circle.

### Play a Game

- Tell Player 1 to pick a card and read the word aloud.
- Have Player 2 use the word and its first letter to complete the following sentences: \_\_\_\_\_, my name is \_\_\_\_\_. I come from \_\_\_\_\_, and I can spell the word \_\_\_\_\_. For example, if the word is *annoy*, he or she might say, "A, my name is Adam. I come from Alabama, and I can spell annoy." Player 2 then spells the word.
- If Player 2 spells the word correctly, he or she keeps the card. If the word is misspelled, the card is returned to the stack. Player 2 then picks a card and reads the word to Player 3, who completes the sentences and spells the word.
- Players continue to take turns, in clockwise fashion, until all the words have been spelled correctly. The player with the most cards wins.

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

## Wagon Wheels

Day 4



Option 2

### MATERIALS

colored pencils

### Prepare

- Arrange two pairs of students in a group of four. Assign one pair the vowel digraphs *oi* and *oy*, and the other pair *ou* and *ow*.
- Have each pair of students draw a circle in the center of a sheet of paper and a horizontal line through the circle. Have the first pair write *oi* in the circle above the line and *oy* below the line. Have the other pair do the same with *ou* and *ow*.

### Create Graphic Organizers

- Have the first pair add the *oi* and *oy* spelling words as "spokes" to their "wagon wheel." Have them choose two colors and write the words so they radiate out from the circle, writing the *oi* words above the horizontal line, and the *oy* words in another color below the line.
- Have the other pair do the same for the *ou* and *ow* spelling words.
- When they are finished, have the two pairs share their graphic organizers with each other.

Demonstrate Command of Spelling CC.4.L.2

## OBJECTIVES

**Thematic Connection: Types of Explorers**

 **Grammar: Use Demonstrative Pronouns**

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Knowledge of Conventions

CC.4.W.5

CC.4.L.1

CC.4.L.3

## Day 1

### PROGRAM RESOURCES

**Demonstrative Pronouns:**  
eVisual 6.21

### Teach the Rules

Use the suggestion on page T388 to introduce demonstrative pronouns. Display **eVisual 6.21** to teach the rules.

#### Demonstrative Pronouns

- |  |   |
|--|---|
| • <b>Demonstrative pronouns</b> take the place of a noun and point out a specific person, place, thing, or idea. | <b>This</b> is an old coin.<br>Who discovered <b>that</b> ? |
| • Use <b>this</b> to indicate something that is near.  | <b>This</b> is an old map.                                  |
| • Use <b>that</b> to indicate something that is far.   | <b>That</b> is Pirate Cove.                                 |

 **Demonstrative Pronouns: eVisual 6.21**

Explain that, like nouns and other pronouns, demonstrative pronouns can stand alone in a sentence.

### Play a Game

Arrange students in small groups to play a game. Explain:

- *Have students place several small objects (such as pens and pencils) on a desk. Choose one player as the "Snatcher." Close your eyes as the Snatcher takes a few of the objects. Then Player 1 will point to an object the Snatcher took and say, "That is mine."*
- *If the object belongs to Player 1, the Snatcher replies, "Yes, this is yours," and returns it to Player 1. If not, the Snatcher says, "No, this is not yours." Then Player 2 takes a turn.*
- *Play continues until each object has been returned to its owner.*

## Differentiate

### Special Needs

**ISSUE** Students use *this* and *that* inappropriately for things near and far.

**STRATEGY** Model, holding a book: *This is a book*. Then point to a desk across the room and say: *That is a desk*. Have students practice holding objects and saying *this* and then pointing to objects and saying *that*.

## Day 2

### PROGRAM RESOURCES

**More Demonstrative Pronouns:**  
eVisual 6.24

### Teach the Rules

Use the suggestion on page T391 to introduce the demonstrative pronouns *these* and *those*. Review that demonstrative pronouns can stand alone. Then display and read aloud **eVisual 6.24**.

#### More Demonstrative Pronouns

- |  |   |
|--|---|
| • The <b>demonstrative pronouns</b> <i>these</i> and <i>those</i> take the place of plural nouns for people, places, things, or ideas. | <b>These</b> are navigation tools.<br>We found <b>those</b> Monday. |
| • Use <b>these</b> for things that are near.   | <b>These</b> are old maps.  |
| • Use <b>those</b> for things that are far.  | <b>Those</b> are beautiful beaches.                                 |

 **Demonstrative Pronouns: eVisual 6.24**

### Play a Game

Have partners refer to objects near and far. Explain:

- *Take turns pointing to and describing objects you see.*
- *When it is your turn, point to something and say a sentence using *these* for objects near by or *those* for objects far away.*
- *If your partner says that you used the pronoun correctly, score one point. Play until one player has ten points.*

## Differentiate

### Below Level

**ISSUE** Students use *these* and *those* for single items.

**STRATEGY** Emphasize that the words *these* and *those* are the plural forms of *this* and *that*. Explain: *Here's a little memory trick. **These and those each have more letters than this and that. They stand for more objects.***

Have students use these language frames to practice:

These are \_\_\_\_\_. (Name a group of nearby objects.)

Those are \_\_\_\_\_. (Name a group of objects far away.)





## Day 3

### PROGRAM RESOURCES

Game: Practice Master PM6.19

### MATERIALS

scissors • colored pencils or crayons

### Review the Rules

Use the suggestion on page T403 to review demonstrative adjectives and pronouns. Then display the chart.

A <b>demonstrative adjective</b> describes or points out a <b>noun</b> that follows it.	<ul style="list-style-type: none"> <li>• <b>This</b> parrot always squawks. (near)</li> <li>• <b>That</b> island has many caves. (far)</li> <li>• <b>These</b> jewels were stolen. (near)</li> <li>• <b>Those</b> pirates stole the jewels. (far)</li> </ul>
A <b>demonstrative pronoun</b> replaces a noun.	<ul style="list-style-type: none"> <li>• <b>This</b> is exciting! (near)</li> <li>• <b>That</b> is the site of a shipwreck. (far)</li> <li>• <b>These</b> are old objects. (near)</li> <li>• <b>Those</b> are divers. (far)</li> </ul>

### Play a Game

Distribute **Practice Master PM6.19**, scissors, and colored pencils or crayons to partners. Tell students to follow the rules to play “Demonstrate Your Knowledge!”

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

**Grammar Game**

#### Demonstrate Your Knowledge!

Directions:

- With a partner, cut out the first three rows of word cards and spread them out face up on a table.
- Cut out the last two rows of cards. Use colored pencils or crayons to draw the item or items named on each card. Spread the picture cards on the table beside the word cards.
- Take turns choosing four or more cards to make a sentence. For each sentence, use *this*, *that*, *these*, or *those* as a demonstrative adjective or a demonstrative pronoun.
- If your partner correctly identifies how you used the word (as a demonstrative adjective or as a demonstrative pronoun), he or she gets one point.
- Play until you have each made at least six different sentences. The player with more points at the end wins.

this	that	these	those
is	are	a	.
rusty	silver	gold	cracked
(plate)	(plates)	(ring)	(rings)
(sword)	(swords)	(coin)	(coins)

For use with TE p. T385v **PM6.19** Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.19

### Differentiate

#### EL English Learners

**ISSUE** Students confuse demonstrative adjectives and demonstrative pronouns.

**STRATEGY** Display and work through this model:

Have students follow the model to write four sentence pairs, using *this*, *that*, *these*, and *those*.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing:  
Practice Master PM6.20

### Grammar and Writing

Distribute **Practice Master PM6.20**. Have students use editing and proofreading marks to correct errors with demonstrative adjectives, indefinite adjectives, and demonstrative pronouns.

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

**Grammar: Grammar and Writing**

#### Edit and Proofread

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

- demonstrative adjectives
- indefinite adjectives
- demonstrative pronouns

^	Add.
↖	Take out.
↔	Move to here.
^	Add comma.
⊙	Add period.

*This* place is dark, I thought as we entered the cave. *That* sounds like a bat flying overhead. *These* was my first outing with the Young Explorers Club. I didn't think *this* would be so creepy!

Inside the cave, Mr. Madsen pointed up to some long spears hanging from the cave ceiling. *These* are stalactites," he said. Then we crowded close around formations rising up from the cave floor like castle towers. Mr. Madsen explained, *Those* formations are called stalagmites. *That* are famous because they are so tall."

When he pointed to an exit sign and said, "Let's go way," I was relieved. I was happy to get out of *their* cave!

For use with TE p. T385v **PM6.20** Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.20

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing Test:  
Assessment Masters A6.21–A6.23

### Review and Assess

Have students write sentences with *this*, *that*, *these*, and *those*. Explain:

- Write a sentence with the noun map and the demonstrative adjective that.
- Write a sentence with the noun islands and the demonstrative adjective these.
- Write a sentence with the demonstrative pronoun this and the adjective interesting.
- Write a sentence with the demonstrative pronoun those and the noun footprints.

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

# Week 3 Daily Writing Skills

## OBJECTIVES

**Thematic Connection: Types of Explorers**

✔ Differentiate Between Plagiarism and Paraphrasing

## COMMON CORE STANDARDS

Gather Information, Take Notes, and Categorize Evidence  
Draw Evidence from Texts [research]

CC.4.W.8  
CC.4.W.9

### Plagiarism and Paraphrasing Day 1

#### PROGRAM RESOURCES

Paraphrasing Passage: eVisual 6.22

Note-Taking Tips: eVisual 6.23

### Teach the Skill

Display eVisual 6.22 and read the passage aloud.



#### Paraphrasing Passage

Explorers travel by ship, horse, foot—even by spaceship. Some are scientists who want to study things they encounter. Others search for new trails or trade routes. Still others are looking for adventure. Explorers hail from many lands. Zheng He from China, Marco Polo from Italy, Neil Armstrong from the United States—they are all explorers. (from *Exploration!* by Horace Barker-Williams, Jr., page 15)

 [NGReach.com](#) Paraphrasing Passage: eVisual 6.22



**INTERACTIVE WHITEBOARD TIP:** Underline methods of travel, reasons for exploring, and names.

Ask: *What would you write on your note card for this paragraph?* (methods of travel, reasons for exploring, explorers' names) Then explain: *As you take notes, try to paraphrase the information you find.* Define *paraphrase* as "using one's own words to restate what an author has written."

Add: *Paraphrasing as you take notes helps you understand what you read. It also helps you avoid plagiarism.* Define plagiarism as "taking another person's words and pretending they are your own." Display eVisual 6.23 and read the tips aloud. Explain that putting an author's exact words in quotation marks can also help students avoid plagiarism.



#### Note-Taking Tips

1. Read the source carefully. Take notes on important details.
2. Paraphrase information. (Write it in your own words.)
3. Use quotation marks when you take word-for-word notes.
4. Record the author's name, title of the source, and number of the page or pages where you found the information. For Internet sources, record the URL and the date on which you read the site.
5. Keep your notes organized.

 [NGReach.com](#) Note-Taking Tips: eVisual 6.23



**INTERACTIVE WHITEBOARD TIP:** Underline the words *paraphrase* and *quotation marks* for emphasis.

### Paraphrase Sentences Day 2 Option 1

#### PROGRAM RESOURCES

Paraphrasing Passage: eVisual 6.22

#### MATERIALS

index cards, 4 per pair of students

### Practice

Display eVisual 6.22. Have partners complete two sets of note cards on the passage: two cards showing good note-taking and two showing poor note-taking. Remind students to follow the good note-taking tips on their good note cards. Have them purposely make mistakes on the other two cards.

Have two pairs of students exchange note cards. Each pair identifies the other's good and bad notes and tells why each is good or bad.

### Identify Plagiarism Day 2 Option 2

#### PROGRAM RESOURCES

Plagiarized Passage: eVisual 6.25

### Practice

Display eVisual 6.25. Explain: *The paragraph in quotations is from a book; the second paragraph is from a paper a student wrote after reading the book.* Read both passages aloud. Have partners underline the parts of the second paragraph that were plagiarized from the first.



#### Plagiarized Passage

"Some types of explorers travel to the jungle to study plants and animals. Some of these explorers are scientists who want to discover new species. New plants are especially interesting to these researchers. Many jungle plants are poisonous to humans, but countless others might be used as life-saving medicine."

Explorers go to the jungle to learn. Some of these explorers are scientists who want to discover new species. Some scientists want to learn more about plants. Some plants might make us sick, but countless others might be used as life-saving medicine.

 [NGReach.com](#) Plagiarized Passage: eVisual 6.25



**INTERACTIVE WHITEBOARD TIP:** Underline the plagiarized lines in the second paragraph.



## SUGGESTED PACING

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

### Take Good Notes

Day 3



Option 1

#### MATERIALS

index cards, 3 per student

#### Practice

Display the paragraph below. Have partners work together to take notes about the paragraph on note cards, with one fact to each card. Remind students to follow the tips for taking good notes. Have partners use their notes to write a paraphrase of the paragraph.

from *Desert Exploring* by Rebecca Glasgow, page 10  
 "Some explorers travel to desert lands in search of treasures from ancient cultures. These explorers dig in the sand and dirt to uncover parts of buildings that people lived in long ago. They might also uncover some of these people's belongings that have been hidden for many years."

### Paraphrase and Take Notes

Day 3



Option 2

#### MATERIALS

timer • index cards, 4–8 per student

#### Introduce

Give partners one minute to select two pages from a nonfiction **Anthology** selection to take notes about. Students should pick pages with at least one paragraph of text on each page. Suggest that they consider choosing pages from the selection "Real Pirates."

#### Practice

Have each partner work alone, taking notes from the two pages. Tell them to write one fact per card and to write the title of the book, the author's name, and the page number on each note card.

Have partners exchange their completed note cards to discuss how their notes are alike and different. Encourage a discussion of what each partner can learn from the other's way of taking notes.

### Research and Paraphrase

Day 4



#### MATERIALS

computer with an Internet connection • index cards, 3 per student

#### Practice

Have partners go to [nationalgeographic.com/field/explorers](http://nationalgeographic.com/field/explorers) and choose a modern-day explorer to research.

Have partners use index cards to note three pieces of information about their chosen explorer. Tell students to format each note card correctly, and to include at least one word-for-word quotation enclosed in quotation marks.

Then have each partner write a paragraph about their explorer that includes the direct quotation. Have students compare their paragraphs for factual accuracy and proper attribution.

### Review and Assess

Day 5



#### PROGRAM RESOURCES

**Writing, Revising, and Editing Test: Assessment Masters A6.21–A6.23**

#### Review the Skill

Have students work together in small groups to plan and write a short paragraph describing the difference between plagiarism and paraphrasing. Remind them to include a topic sentence as their first sentence, and to touch upon some of the ways they can avoid plagiarism in their writing.

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

## OBJECTIVES

**Thematic Connection: Types of Explorers**

- ✓ Use Domain-Specific Words
- ✓ Explain Text Structure: Sequence

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Family Newsletter 6
- Unit Concept Map: Practice Master PM6.1
- Time Line: Practice Master PM6.18

### TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 6.20

## MATERIALS

timer

## Power Writing

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

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


## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Determine Meanings of Domain-Specific Words	CC.4.Rinf.4
Describe Text Structure	CC.4.Rinf.5
Read with Fluency to Support Comprehension	CC.4.Rfou.4

### Writing

Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Purposes	CC.4.W.10
<b>Language and Vocabulary</b>	
Acquire and Use Academic and Domain-Specific Words	CC.4.L.6



## WARM-UP

Have partners brainstorm people other than pirates whose occupation involves searching for treasure. (Possible responses: divers, coin collectors, talent scouts, art collectors, archaeologists, paleontologists) Have pairs share their examples with the class.

## Academic Talk

### 1 Restate an Idea ✓ Anthology page 386

Read aloud the instructions and play the **Sing with Me Language Song** “Bongo’s Treasure Hunt.” Explain that restating an idea means saying the idea in a different way. Model: *The first part of the song says that Bongo “dropped his bone in a hole” and “filled the hole up.” Another way to say this is that Bongo buried his bone.* Prompt students to restate another idea in the song using their own words. Suggest students start their restatements with “Another way to say this is \_\_\_\_\_.”

## Social Studies Vocabulary

### 2 Key Words ✓ Anthology page 387

Explain and model using **Vocabulary Routine 1** and the photos on **Student eEdition** page 387 to learn the Key Words.

- **Pronounce the word** and point to the image: **archaeologist**.
- **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:** An **archaeologist** is a person who studies objects from the past.
- **Elaborate.** I read about an **archaeologist** who uncovered an ancient city.

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

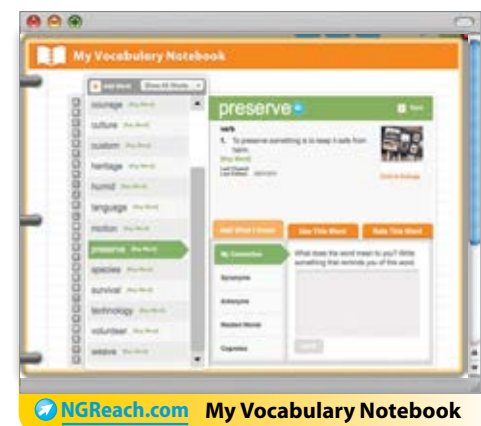
For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word, using **Anthology** page 387. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

### Key Words

archaeologist · artifact · currency  
galleon · merchant





## Restate an Idea

Listen to Lucia's song. Then use **Language Frames** as you restate an idea about looking for treasure.

### Language Frames

- From \_\_\_\_\_, I know \_\_\_\_\_.
- In other words, \_\_\_\_\_.

Song (MP3)

## Bongo's Treasure Hunt

My dog Bongo, my dog Bongo,  
Dropped his bone in a hole.  
But he is a neat pup,  
So he filled the hole up.  
Then he ran, off to play.

When my dog returned to find it,  
He could not find the bone.  
He sniffed all around it.  
Finally he found it,  
In the ground, in the ground.

Tune: "Frère Jacques"

From watching Bongo, I know that he buried a bone, lost it, and then found it. In other words, he found buried treasure!



386

### Key Words

archaeologist  
artifact  
currency  
galleon  
merchant

## Key Words

Look at the picture. Use **Key Words** and other words to talk about archaeology. This field of study looks at how people lived in the past.



An archaeologist looks at artifacts from a 300-year-old Spanish galleon. Long ago, merchants sent their goods across the sea on these ships.

Coins tell about currency used in the past.

### Talk Together

Why do archaeologists look for treasure? Try to use **Language Frames** from page 386 and **Key Words** to restate an idea to a partner.

387

### STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology  
pages 386–387

### 3 Talk Together Anthology page 387

Ask: *What are some things archaeologists look for?* (Possible responses: sunken galleons, buried cities, ancient currency, old tools, and other artifacts) Then have each partner state why they think archaeologists look for treasure. (Possible response: Archaeologists look for treasure to learn how people lived in the past.) Then have students restate their partners' ideas to the class.

## Check & Reteach

**OBJECTIVE:** Use Domain-Specific Words

As students share ideas, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions such as these in which the Key Words have been replaced with synonyms:

- Which word means the same as money? (**currency**)
- Which word means the same as ship? (**galleon**)
- Which word means the same as businessperson? (**merchant**)

## Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T385w–T385x)
- ✓ Power Writing (T386, T388a, T392, T404, T407a)
- ✓ Writing (T388, T390–T391, T403, T407, T408)
- ✓ Research Project (T409a–T409b)

## Differentiate

### EL English Learners

**ISSUE** Students do not understand Key Word definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

archaeologist/arqueólogo	galleon/galeón
artifact/artefacto	merchant/mercader

### BL Below Level

**ISSUE** Students have difficulty relating the words to experience.

**STRATEGY** Have students recall movies, TV shows, or stories about pirates to help them complete the fourth step.

## Fluency

**Model Phrasing** Explain the concept: *Fluent readers do not read each word slowly and separately. They group related words together in phrases as they read.* Model by reading aloud the first paragraph of “Treasure Hunt” using correct phrasing. Have students practice phrasing by reading aloud the captions on **Anthology** page 387.

## Best Practices

**Encourage Elaboration** As students make their time lines, use general prompts:

- *What happened first?*
- *What happened after that?*
- *Can you give some details about that?*

## Comprehension

4 **Sequence** ✓ **Anthology** page 388

Read aloud the first section on **Anthology** page 388 about sequence. Then display **eVisual 6.20** and read aloud “Treasure Hunt.”



## Read Aloud

Fantasy

## Treasure Hunt

Bongo the dog found a map. Curious, he studied the map carefully and saw a path to a treasure by a tree. “X” marked the spot where the treasure lay, but what was the treasure, exactly? There was only one way to find out—a treasure hunt!

Grabbing the map between his teeth, Bongo happily trotted along the path that the map showed. He followed all the curves and curlicues the path took until he reached the spot beneath the tree.

Bongo dropped the map and began to dig, his front paws working furiously, his tail wagging excitedly. Deeper and deeper the hole grew.

Finally, Bongo noticed something just under the dirt. Was it a chest full of gold coins or some other **currency**? Was it an ancient **artifact** that would bring him millions? He pawed the last bit of dirt from the object, then let out a joyful “Woof!” Bongo’s treasure was something much better than gold. It was a delicious, juicy bone!

[NGReach.com](https://www.ncreach.com) Read Aloud: eVisual 6.20



**INTERACTIVE WHITEBOARD TIP:** Underline words or phrases that tell the main events.

5 **Map and Talk** ✓ **Anthology** page 388

After students read about making a time line, point out that the events on the time line are restatements of the events, not the exact words from the story. Encourage students to add details to the time line based on the **Read Aloud**.

6 **Talk Together** ✓ **Anthology** page 388

Have students use **Practice Master PM6.18** to make their time lines. As students share their stories with partners, encourage them to use sequence words to clarify the order of events.

## Check &amp; Reteach

**OBJECTIVE:** Explain Text Structure: Sequence ✓

As students share their time lines, check that they name the events in sequence.

If students have difficulty following a sequence, ask questions using time-order words:

*What did you do first to find the object? What did you do next? What finally happened?*



## Sequence

When things happen in a certain order, they are in **sequence**.

When you talk about sequence, use

- time-order words: *first, next, then, finally*
- days, months, seasons
- dates

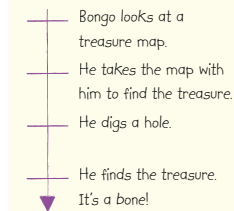
Look at the pictures of a treasure hunt.



### Map and Talk

You can make a time line to show the order of events. Here's how you make one. Write the first event beside the first line. At the next line, describe what happens next, and so on.

#### Time Line



### Talk Together

Did you ever lose an object that was important to you? Make a time line that shows how you tried to find the lost object. Describe the events in order. Tell your partner about your time line.

388

Anthology page 388

## Daily Language Arts

### Daily Spelling and Word Work ✓

Pretest page T385s

### Daily Grammar ✓

Point to the word *that* in the next-to-last sentence in the **Read Aloud** on page T387a. Then use page T385u to review demonstrative pronouns.

### Daily Writing Skills ✓

Read aloud the first paragraph of the **Read Aloud**, and then paraphrase the text. Then use page T385w to compare paraphrasing and plagiarizing.

# Writing

## 7 Write with Sequence

Introduce: *We will write a paragraph that shows a sequence of events.* Model the process with "Treasure Hunt."

### Think Aloud

*I will write what happens first.  
I'll use a sequence word.*

*I'll write what happens next.*

*I'll add the next events in order.*

### Write

First, Bongo finds a treasure map and studies it carefully.

Next, he follows the path on the map.

Bongo finds the spot, digs a hole, and finds a bone.

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

Have students write a paragraph using their time lines and including sequence words. Have students add their writing to their Weekly Writing folders.

## WRAP-UP

Have partners role play a pirate and an archaeologist discussing what each considers to be treasure. Have students add their ideas to their unit concept maps.

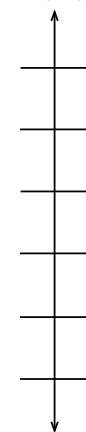
Name \_\_\_\_\_ Date \_\_\_\_\_

### Time Line

## Make a Time Line

Make a time line to show the steps you took to find a lost object.

### Time Line



Responses will vary.

Use your time line to tell a partner about your search for a lost object.

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For use with TE, p. T387a

PM6.18

Unit 6 | Treasure Hunters

## OBJECTIVES

### Thematic Connection: Types of Explorers

- ✔ Use Academic Words
- ✔ Determine Importance to Identify Main Idea and Details

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

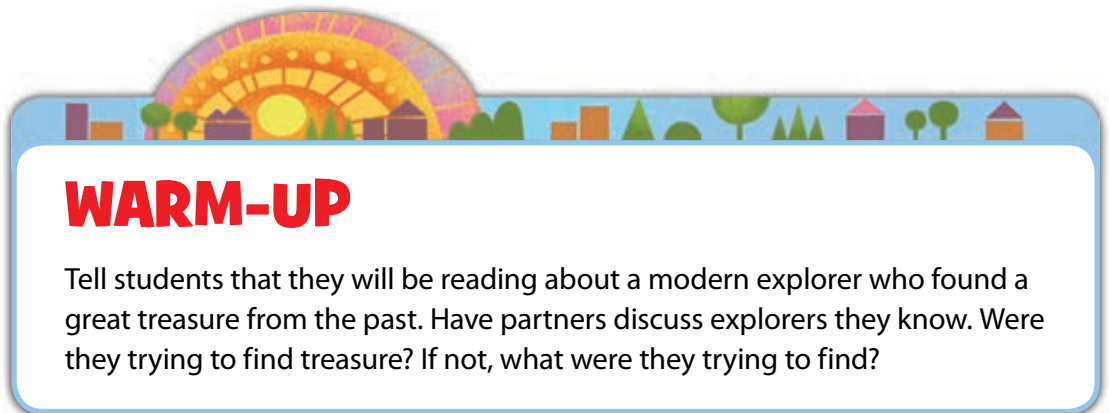
- Family Newsletter 6
- Unit Concept Map: Practice Master PM6.1

### TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook

## MATERIALS

timer



## Academic Talk

### 1 Retell an Experience

Explain: *When you retell an experience, it is important to tell the events in sequence. Add facts and details that help explain the important parts of the experience.*

Model describing an experience: *Hiking up Pike's Peak was difficult. We started early and spent hours following the path. In the end, the view from the top was worth it all!*

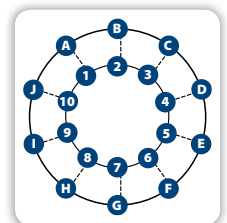
Have volunteers retell the experience in sequence.

Invite students to think of a time they worked hard for something. As a class, list possible topics. Then give students time to select a topic and details.

Use an **Inside-Outside Circle**:

- Have students on the inside describe an experience to students on the outside.
- Tell students on the outside to listen to the experience and retell it in sequence.
- On a signal, have students rotate to create new partnerships. Then have tellers and listeners exchange roles.

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



Inside-Outside Circle

## Power Writing

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

For *Writing Routine 1*, see page BP47.

## COMMON CORE STANDARDS

### Reading

Determine Meanings of Words and Phrases	CC.4.Rlit.4
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text	CC.4.Rinf.2
Determine Meanings of Academic Words	CC.4.Rinf.4
Interpret Information Presented Orally	CC.4.Rinf.7
Read with Fluency to Support Comprehension	CC.4.Rfou.4

### Writing

Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Tasks	CC.4.W.10

### Speaking and Listening

Recount an Experience	CC.4.SL.4
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### Language and Vocabulary

Acquire and Use Academic Words	CC.4.L.6
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## Academic Vocabulary

### 2 More Key Words Anthology page 389

Introduce: *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.

- **Pronounce the word** and point to the photo: **examine**.
- **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:** When you **examine** something, you look at it closely.
- **Elaborate:** I use a magnifying glass to **examine** tiny insects in my garden.

For *Vocabulary Routine 1*, see page BP34.

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

### Key Words

colony · examine · preserve  
route · trade



## More Key Words

Use these words to talk about "Real Pirates" and "La Belle Shipwreck."

### colony

(kah-lu-nē) noun



A **colony** is a region that another country controls. These states were **colonies** of Great Britain.

### examine

(ig-za-mun) verb



To **examine** something is to look at it closely. With a hand lens, you can **examine** a butterfly.

### preserve

(pri-zurv) verb



To **preserve** something is to keep it safe from harm. Use scrapbooks to **preserve** old photos.

### route

(rüt) noun



A **route** is a path to go someplace. Do you take the shortest **route** to school?

### trade

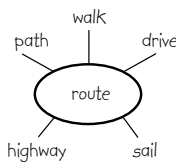
(träd) verb



To **trade** is to exchange one thing for another. The friends **trade** toys.

### Talk Together

Work with a partner. Make a Word Web for each **Key Word**.



Add words to My Vocabulary Notebook.  
NGReach.com

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

## Best Practices

**Encourage Elaboration** As students engage in the Academic Talk on T388a, use general prompts:

- *What do you mean by that?*
- *Can you give some details to explain what you mean?*
- *What else can you say about that?*

Anthology page 389

Have partners use **Anthology** page 389 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 389  
Have partners brainstorm related ideas for each Key Word. They can take turns creating Word Webs before sharing their ideas with the class.



## Check & Reteach

**OBJECTIVE:** Use Academic Words ✓

As partners share ideas with the class, listen for correct understanding of the Key Words. If students misunderstand words, strengthen the connection between their own experiences and the words. Ask questions such as:

- *What **route** do you take to get to school?*
- *What would you **trade** for a friend's toy that you like?*
- *How do you **examine** a cut on your knee?*

Have students include the Key Word you used in the question as they respond.

## Differentiate

### EL English Learners

**ISSUE** Students do not understand Key Word definitions.

**STRATEGY** Provide translations of the Key Words. Access **Family Newsletter 6** for translations in seven languages. Use cognates for Spanish speakers:

*colony/colonia*      *examine/examinar*  
*preserve/preservar*      *route/ruta*

### SN Special Needs

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

**STRATEGY** Have students name words related to their interests and add them to **My Vocabulary Notebook**, using definitions from online and print resources. Have students use both Key Words and their added words together in sentences.

## Fluency

**Practice Phrasing** As partners read aloud “A 16th-Century Treasure Hunter,” circulate and listen for appropriate phrasing.

## Comprehension

#### 4 Learn to Determine Importance **Anthology** pages 390–391

Read aloud the instructions on **Anthology** page 390. Explain: *Once you know the topic of a picture or a story, you can look at all the other ideas and details. Figure out which is the main, or most important, idea. All the other details should tell more about this main idea.* Model using the illustration:


- *The topic of the picture is buried treasure.*
- *The main idea is that people and dogs think different objects are treasures.*
- *Important details are the girl’s happiness in finding the jewels and the dog’s happiness in finding the bone.*

#### 5 Talk Together **Anthology** page 391

Read aloud the instructions on **Anthology** page 391. Have volunteers read aloud the first paragraph and the sample. Ask: *How does knowing the main idea help you identify important details?* (Once I know the main idea, I can figure out which details support it.) *How does that help you understand the first paragraph?* (It helps me understand why Coronado did the things he did.)

Have partners read the remainder of the biography, pausing to identify the topic, main idea, and supporting details for each paragraph.

### Check & Reteach

**OBJECTIVE:** Determine Importance to Identify Main Idea and Details 

As partners discuss the biography, check that they are able to identify the important details and main ideas.

If students have difficulty relating details to main ideas, provide the topic and main idea:

*Coronado led a team to find treasure.* Ask questions to help students find details that support the statement: *Who went with him? Where did they go?*

## Writing

### 6 Write About Determining Importance

Introduce: *We are going to write sentences about how we determined the main idea and details of the biography.* Model how to begin.

Think Aloud	Write
<i>I already know the topic.</i>	Coronado is the topic of the biography.
<i>I already know the main idea of the first paragraph. Now I’ll look for the main ideas of the second and third paragraphs.</i>	The main idea of the first paragraph is that Coronado wanted to find gold. He traveled . . .

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




## Learn to Determine Importance

Look at the picture. What is it mostly about? Think of a sentence that tells the **main idea**. What **details** support the main idea?




You look for **main ideas** and **details** when you read, too.


### How to Identify the Main Idea and Details

 1. Identify the topic. Look at the title, pictures, captions, and repeated words for clues.

The topic is \_\_\_\_\_.

 2. Read the text. What does it mainly say about the topic?




The main idea is \_\_\_\_\_.

 3. Look at the details. How do they support the main idea?

Important details are \_\_\_\_\_.

390

### Language Frames

-  The topic is \_\_\_\_\_.
-  The main idea is \_\_\_\_\_.
-  Important details are \_\_\_\_\_.

### Talk Together

Read the biography that Lucia wrote. Read the sample, too. Then use **Language Frames** as you identify the main idea and details for the other paragraphs in the biography.

### Biography

#### A 16th-Century Treasure Hunter

by Lucia Vargas

Francisco Vázquez de Coronado was born in Spain in 1510. When he was 25, he made an important choice. He went to Spain's **colony** in Mexico. There he heard about seven cities of gold. Coronado wanted to find gold to bring back to Spain.

In 1540, he led a team to find this treasure. The team included 300 Spanish soldiers and more than 1,000 Native Americans. They carried goods to **trade**. Their **route** passed through land that is now Texas, Arizona, New Mexico, Kansas, and Oklahoma.

Coronado never found gold. However, he influenced history. He was a powerful person and part of a government council in Mexico City. A writer kept an account of Coronado's travels in search of gold. This account was **preserved** and later published. Some readers **examined** it for clues about the treasure. So, although he did not get rich, Coronado probably inspired other people to hunt for treasure.

#### Sample

"The **topic** is Francisco Vázquez de Coronado. The **main idea** is that Coronado looked for gold. Important details are that he came to Mexico and heard about seven cities of gold."

◀ = A good place to identify the main idea and details

391

Anthology  
pages 390–391

Have partners from **Talk Together** collaborate to write about how they determined the important details and the main idea of the last two paragraphs of the biography, and how they put the main ideas of each paragraph together to determine the main idea of the biography as a whole.

Have students add their sentences to their Weekly Writing folders.

See **Differentiate**

**WRAP-UP** Have partners discuss the major events in each other's lives, listening closely to determine the importance of each event. Then have each student write a short biographical sketch (three or four sentences) about his or her partner describing only the most important events in his or her life so far.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T385s

### Daily Grammar ✓

Write: I found some coins. These are quarters, but those don't look like modern currency. Point out that *those* refers to coins. Then use page T385u to teach the demonstrative pronouns *these* and *those*.

### Daily Writing Skills ✓

Point out that when Lucia did research for her biography of Coronado, she took careful notes and paraphrased what she read instead of copying it. Then use page T385w to practice paraphrasing sources.

## Differentiate

### BL Below Level

**ISSUE** Students focus their writing on minor details.

**STRATEGY** Have students reread a paragraph several times, each time omitting one of the sentences. Ask if the information in the omitted sentence was essential for understanding the main idea.

### OBJECTIVES

#### Thematic Connection: Types of Explorers

- ✓ Explain Text Structure: Sequence
- ✓ Determine Importance to Identify Main Idea and Details

### PROGRAM RESOURCES

#### TECHNOLOGY ONLY

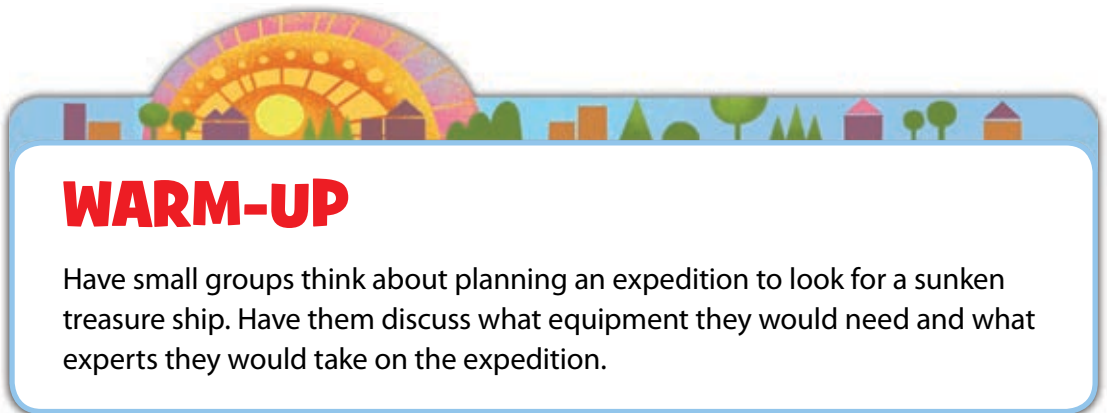
My Vocabulary Notebook

Read with Me: Selection Recordings:  
MP3 or CD 2 Tracks 16–17

Comprehension Coach

### MATERIALS

timer



## Power Writing

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

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

## Vocabulary Practice

### 1 Expand Word Knowledge ✓

Students will practice Key Words by creating 4-Corner Vocabulary Organizers. Use **Vocabulary Routine 2** to model how to make an organizer for the word **artifact**.

- On a blank sheet of paper, draw a four-square box. Write **artifact** in the first square.
- In the second square, draw a picture of an **artifact**, such as a coin or an arrow.
- In the third square, write a context sentence: When I found the gold coin, I considered it a precious **artifact** and did not try to sell it.
- In the fourth square, add a definition: something that someone made long ago.

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

#### Key Words

archaeologist · artifact · colony  
currency · examine · galleon  
merchant · preserve · route  
trade

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

## Academic Talk

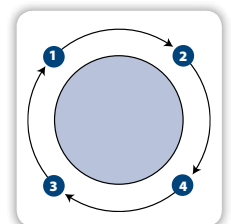
### 2 Preview and Predict

**REVIEW** Remind students: *You can preview a nonfiction text by looking at the illustrations and photographs. You can also read the title, headings, and captions.*

Display these Key Words: *archaeologist, artifact, currency, galleon, route, trade*. Have students work in groups and use a **Roundtable** to make predictions about “Real Pirates.”

- Have students sit around tables in groups of four.
- Assign each student in a group one of four questions to answer: What are some kinds of treasure discovered in shipwrecks? What is one way the *Whydah* made money? Who were some kinds of people who sailed on the *Whydah*? What happened to the *Whydah*?
- Have each student around a table predict the answer to his or her question and explain it to the person to their left. Encourage students to use Key Words.

For **Roundtable**, see page BP46.



Roundtable

### COMMON CORE STANDARDS

#### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text	CC.4.Rinf.2
Explain Events	CC.4.Rinf.3
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
Read Orally with Expression on Successive Readings	CC.4.Rfou.4.b

#### Writing

Draw Evidence from Texts	CC.4.W.9
Apply Grade 4 Reading Standards	CC.4.W.9.b
Write Over Shorter Time for Specific Audiences	CC.4.W.10

#### Language and Vocabulary

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

## Read a History Article

### Genre

A **history article** is nonfiction. It gives facts about people and events from the past.

### Text Feature

**Illustrations** in a history article can help you visualize people and events from long ago, before photography was invented.

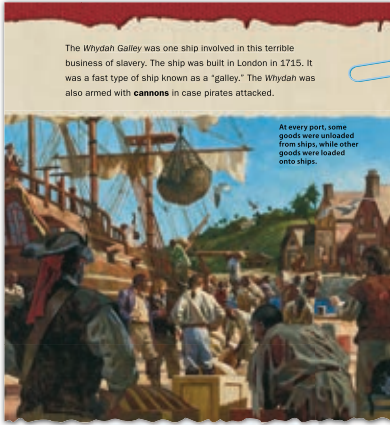


Illustration of a shipping port about 300 years ago

392

# REAL Pirates



THE UNTOLD STORY OF THE WHYDAH

adapted from a book by Barry Clifford  
with illustrations by Gregory Manchess



Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Anthology  
pages 392–393

## Reading

### 3 Read a History Article Anthology pages 392–393

**GENRE** Have a volunteer read aloud the definition of a history article. Elaborate: *A history article gives information about real people, places, and events from the past.*

**TEXT FEATURES** Ask a volunteer to read the text aloud. Elaborate: *Illustrations show how things might have looked long ago. Why might a history article use illustrations instead of photographs?* (Before cameras, there were no photographs.)

**SOCIAL STUDIES BACKGROUND** Share information to build background: *In the past, sailors and pirates had to chart their own **routes** on maps and rely on the sun, the moon, and the stars to guide them.*

Have students read **Anthology** pages 394–403. See **Differentiate**

## Differentiate

### BL Below Level

**TEXT-TALK READ ALOUD**  
Display the Key Words. Read aloud the selection. Pause to discuss and elaborate on the meaning of each Key Word.

### OL On Level

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

### AL Above Level

**READ INDEPENDENTLY**  
Have students read silently, taking notes about the sequence of events and using the questions to build comprehension.

## Best Practices

**Link to Experience** As students talk, link selection topics to current events: *There are popular movies about pirates. How are the pirates in the movies like the ones in the selection? How are they different?*

## Set a Purpose

Find out how an explorer found a sunken pirate ship.

**1** **BL**

### How I Learned About Pirates

When I was a boy growing up on Cape Cod, I spent a lot of time with my Uncle Bill. He had a **shack** by the Atlantic Ocean where I would listen to him tell tall tales.

My favorite story was about the pirate ship *Whydah* (**wi-duh**) and her captain, Sam Bellamy. The ship was filled with gold and silver and jewels. Bellamy hoped that he would live happily ever after on the **treasure**. Instead, he, his crew, and all of the treasure sank to the bottom of the sea.



▲ I have always been fascinated by the *Whydah*.

In Other Words

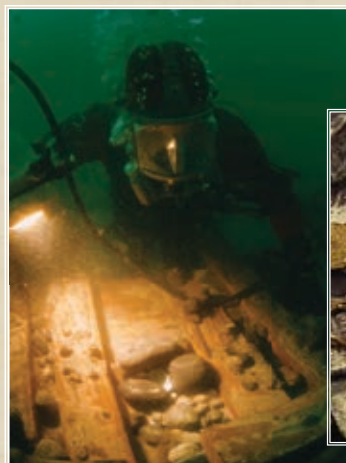
**shack** tiny house  
**treasure** money he made

394

**Anthology**  
pages 394–395

From then on, the pirate ship was **never far from my mind**. As I got older, I learned that some of my uncle's stories were true. I also learned how to dive and how to find **shipwrecks**.

After two years of searching, my team and I finally found the *Whydah*. We have been bringing her treasures up from the ocean floor ever since. We've discovered that some stories about pirates are true but that their lives were different from the way books and movies often show them. **2**



◀ My team and I found the shipwrecked *Whydah*.

▼ We discovered many treasures in the shipwreck.



In Other Words

**never far from my mind** something I thought about often  
**shipwrecks** sunken ships

## Before You Move On

- 1. Details** How did the author learn about pirates?
- 2. Sequence** What led to the author's discovery of the *Whydah*? List events in the order they occurred.

395

## Fluency

**Practice Phrasing, Accuracy, Rate** As students read, monitor their phrasing, accuracy, and rate.

## Answers Before You Move On

- 1. Details** ✓ Clifford learned about pirates from the stories that his uncle Bill told him.
- 2. Sequence** ✓ The author discovered the *Whydah* after hearing his uncle's stories and learning how to dive and find shipwrecks. The events in order are as follows:
  - First, Clifford listens to pirate stories.
  - Next, he learns some of the stories are true.
  - Then he learns to dive and find shipwrecks.
  - Finally, after searching for two years, he discovers the *Whydah*.

## Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what this section might tell about an explorer finding a sunken pirate ship.
- 2. Determine Importance** ✓ *What is the section called "How I Learned About Pirates" about?* (The topic is the *Whydah*. The main idea is why Clifford and his team found this ship. Important details are that Clifford's uncle told him about the *Whydah* and that Clifford learned to dive and find shipwrecks.)
- 3. Use Text Features** *How does the map on page 396 help explain the triangular trade?* (It shows the **routes** ships traveled and where different cargo was carried.)

## Differentiate

### BL Below Level

**ISSUE** Students do not understand how to set a purpose for reading.

**STRATEGY** Have students preview the section headings, images, and captions. Ask: *Which illustration or photograph shows something you do not understand? Which shows something you want to know more about?* Explain that the purpose for reading can be to understand a visual or learn more about something.

### SN Special Needs

**ISSUE** Students are confused by the complexity of the map.

**STRATEGY** Have students look at each part of the map by itself and identify its purpose. For example, the title explains the map topic; the arrows show the route the ship took from place to place; and the text in the map identifies what cargo was carried on each leg of the journey.

## The Slave Ship Whydah

The European exploration of **the New World** began with Christopher Columbus's first voyage across the Atlantic Ocean. The land he found was rich with gold and silver. It was also rich with crops such as sugarcane and tobacco.

**Much labor** was needed to gain these riches. People looked to slavery to provide labor.

Europeans soon began sailing to Africa with **goods** to be **traded**. Captive Africans were then taken to America to be sold as slaves. Slave ships then sailed back to Europe with **cargoes** of New World crops. This was known as the "Triangular Trade."



3 SN

▲ European ships sailed along these **routes** as part of the "Triangular Trade."

In Other Words  
**the New World** North and South America  
**Much labor** A lot of hard work  
**goods** valuable things  
**cargoes** loads

396

The *Whydah Galley* was one ship involved in this terrible business of slavery. The ship was built in London in 1715. It was a fast type of ship known as a "galley." The *Whydah* was also armed with **cannons** in case pirates attacked.



At every port, some goods were unloaded from ships, while other goods were loaded onto ships.

In Other Words  
**cannons** very large guns ▶



### ▶ Before You Move On

1. **Determine Importance** What was the *Whydah's* role in the Triangular Trade?
2. **Use Text Features** What does the illustration tell you about life long ago?

397

Anthology  
pages 396–397

## Mini Lesson

### Discuss Illustrations and Photos

Review: *What does a history article tell about?* (real people, places, and events)  
*Photographs and illustrations give information by showing how things looked in the past.*

Display **Student eEdition** page 395. Point to the photo of the diver, read aloud the caption, and ask: *What information does this photo give?* (It shows what part of the *Whydah* looked like when Clifford's team discovered it.)

Explain: *The text tells how Clifford's team found the Whydah. This photo supports the text by showing what it is like to discover a sunken treasure ship.*

Display **Student eEdition** page 399 and have students read the text, look at the illustration, and read the caption. Ask: *What does this illustration show?* (pirates attacking at night) *How does it support the text?* (It gives more information about ways pirates attacked and robbed ships.)

Ask: *Why do you think the author used a photo in the first example and an illustration in the second example?* (Possible response: The author had photos of his team finding the *Whydah*, but no photos exist of pirate attacks from the past.)

To check understanding, have pairs choose another illustration and another photo and discuss what they learned from each, how each supports the text, and why the author might have chosen to use each.

### Answers Before You Move On

1. **Determine Importance** ✓ The *Whydah* was a slave ship. It carried captive people from Africa to America, where they were sold.
2. **Use Text Features** Possible responses: People, not machines, did the work. The style of dress was different.

## The Slave Trade

Lawrence Prince was captain of the *Whydah*. When he came to the coast of Africa, he traded his ship's cargo to local African **nobles** and **merchants**. In exchange, he bought enslaved Africans. Many of the people he bought were prisoners taken by other tribes in war.

The people were loaded aboard the ship, never to see their homes again. Many families were separated forever.

Once the *Whydah* **reached port** in the Caribbean, the **captives** were sold. They would spend the rest of their lives in a strange land as enslaved people in forced labor. **1**



▲ African captives were forced onto ships and then sold as slaves.

**In Other Words**  
**nobles** chiefs and leaders  
**reached port** arrived  
**captives** enslaved people

398

## The Capture of a Pirate Prize

Captain Prince was probably worried as he set sail from the Caribbean port. The *Whydah* carried treasure and rich cargo from the sale of the captives. Thousands of pirates **swarmed** the Caribbean. They robbed ships wherever they could.

**EL** Two pirate ships commanded by Sam Bellamy **caught up to** the *Whydah*. Even though the ship **was well-armed**, Captain Prince quickly surrendered. Bellamy took the *Whydah* as his own.

Bellamy had good reason to be pleased. According to court records, the *Whydah* treasure by itself was worth **a fortune**.

▼ Pirates often attacked by surprise at night. **2**



**In Other Words**  
**swarmed** sailed all around  
**caught up to** reached  
**was well-armed** had guns  
**a fortune** a lot of money

### Before You Move On

- 1. Cite Evidence** Which sentence tells why Prince was worried? Explain.
- 2. Sequence** What happened to the *Whydah* after it left Africa? Describe the sequence of events.

399

Anthology  
pages 398–399

## Read and Build Comprehension

- 1 Use Visuals** *How does the illustration on this page relate to the map on page 396?* (The map shows the **route** ships took to bring African captives to the Caribbean. The illustration shows African captives.)
- 2 Determine Importance** ✓ *What is the section called “The Slave Trade” mostly about?* (The topic is the slave trade. The main idea is that Prince sold Africans as enslaved labor.) *What details support this main idea?* (African nobles and **merchants** exchanged the Africans for Prince’s cargo; Prince sold the captives in the Caribbean.)
- 3 Compare and Contrast** *What are some similarities and differences between Sam Bellamy and author Barry Clifford?* (Both were in Cape Cod. Both men heard stories about shipwrecks and wanted to find sunken treasure. Bellamy became a pirate. Clifford became an explorer and underwater **archaeologist**.)

## Differentiate

### BL Below Level

**ISSUE** Students can identify differences but have difficulty seeing similarities.

**STRATEGY** Have students list traits of Bellamy and Clifford and circle the ones that are similar.

### EL English Learners

**ISSUE** Students struggle to understand what it means for the ship to be *well-armed*.

**STRATEGY** Remind students to use **In Other Words** to find the meaning of some confusing terms. Explain that something that is well-armed has many weapons with which to defend itself.

## Answers Before You Move On

- 1. Cite Evidence** “Thousands of pirates swarmed the Caribbean.” Prince knew the pirates would want the treasure and rich cargo that his ship carried.
- 2. Sequence** ✓ First, the *Whydah* and its crew sailed to the Caribbean. Then the crew sold the captives. Finally, two pirate ships caught the *Whydah* and took the ship.



## Sam Bellamy and His Crew

Sam Bellamy was originally from England.

**Legends** say that he came to Cape Cod as a sailor looking for a new start in life. Hearing stories of Spanish shipwrecks, he decided to find their sunken treasure and get rich.

Bellamy and his men didn't find any gold or silver. So they decided to rob ships and become pirates instead.

**BL 3**

Bellamy's crew soon grew to about 200 men. Most were British, but there were **many other nationalities** as well. There were French, Dutch, Spanish, American colonists, three Native Americans, at least fifty Africans, and others.



Sam Bellamy, pirate captain ▶

**In Other Words**  
**Legends** Old stories  
**many other nationalities** people from many other countries

Most crew members were former merchant sailors who were tired of low pay. Others had fled their old lives for political or religious reasons. Many of the black pirates were runaway slaves.

Some of Bellamy's pirates did not even **speak a common** language. Even so, they worked together as equals.

One of the pirates was an eleven-year-old named John King. He had been sailing with his mother when the ship they were on was captured by Sam Bellamy. John decided that he wanted to become a pirate. Bellamy let him join the crew.



▶ Hendrick Quintor, little John King, and John Julian were pirates on the *Whydah*.

**In Other Words**  
**speak a common** share the same

### ▶ Before You Move On

- 1. Main Idea** What is the main reason that people became pirates?
- 2. Make Connections** What communication challenges did pirates overcome? How might they have worked together?

## Mini Lesson

### Explain Historical Events

**Ask:** *How could you define a historical event?* (something that happened in the past) **Elaborate:** *When you talk about a historical event, you should identify two main things—what happened and why it happened. You should also be able to explain why you think this event is important to history.*

Display **Anthology** page 400. Model explaining a historical event:

- *First I will identify what happened—Bellamy and his men decided to rob ships and become pirates.*
- *Then I will identify why this happened—these men could not find any sunken treasure and thought it would be easier to get rich by being pirates.*
- *Finally, I will identify why it is important—as pirates, they took over the Whydah.*

Display the second paragraph on **Anthology** page 402. **Ask:** *What historical event is described?* (the sinking of the *Whydah*) *Why did this happen?* (It went down in a storm.) *Why is this event important?* (Many lives were lost and much treasure sank.)

To check understanding, have pairs of students find another example of a historical event in the selection. Have them explain what happened, why it happened, and why this historical event is important.

### Answers Before You Move On

- 1. Main Idea** ✓ People became pirates to find a new life. (Some details to support this are that some sailors wanted more money, while others fled for political or religious reasons or were runaway slaves.)
- 2. Make Connections** Some pirates did not speak the same language. They probably used gestures and facial expressions to communicate.

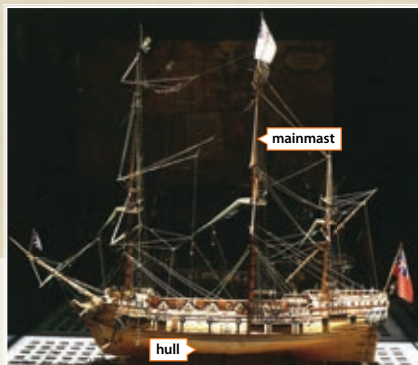
## The Storm at Sea

After capturing the *Whydah*, the pirates sailed north, robbing more rich ships on the way.

Then the *Whydah* was struck by a storm off Cape Cod on the night of April 26, 1717. Strong winds drove the *Whydah* onto a **sandbar** just 500 feet from shore. The ship was slammed by waves up to twenty feet high. Soon, the mainmast **snapped**. The *Whydah* was pushed off the sandbar and **capsized**.

There were 145 men and at least one boy aboard the *Whydah*. Only two made it to shore alive. The rest died in the dark, cold water. **1**

The *Whydah*'s riches quickly sank. They disappeared in the shifting sands of the Cape. There they stayed for nearly three hundred years. **3**



**2**

In Other Words  
**a sandbar** the sand  
**snapped** broke  
**capsized** turned over

402



▲ High winds and heavy seas drove the *Whydah* toward shore.

### ► Before You Move On

- 1. Sequence** How did the *Whydah* sink? Retell the events in the order they happened.
- 2. Use Text Features** Look at the illustration. What does it help you to understand?

403

Anthology  
 pages 402–403

## Read and Build Comprehension

- 1 Explain Cause and Effect** *The Whydah was only 500 feet from shore when it capsized. Why did only two of the pirates survive the shipwreck?* (Possible responses: Many of the pirates may have drowned in the 20-foot waves. Some may have been trapped under the ship when it capsized.)
- 2 Use Text Features** *How does the diagram of the ship help you understand how the Whydah capsized?* (Possible responses: It clarifies the meaning of *mainmast*. It clarifies how the hull may have gotten trapped on a sandbar.)
- 3 Explain Text Structure: Sequence** ✓ *What happened before and after the Whydah sank?* (Before it sank, the pirates sailed north and robbed people. After it sank, the riches stayed hidden for nearly 300 years.)

## Check & Reteach

**OBJECTIVE:** Explain Text Structure: Sequence ✓

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

If students have difficulty determining sequence of events, have them list time-order words and phrases, such as *from then on* and *after* (page 395), *soon* (page 396), and *once* (page 398).

**OBJECTIVE:** Determine Importance to Identify Main Idea and Details ✓

As students answer all of the comprehension questions about determining importance, check that they understand and can explain how each detail supports the main idea.

Ask questions to prompt understanding: *What information does this detail tell you? How does it support the topic and main idea of this text?*

## Answers Before You Move On

- 1. Sequence** ✓ First, the *Whydah* was struck by a storm. Then, winds drove it onto a sandbar. Next, huge waves snapped the mainmast. Finally, the ship was pushed off the sandbar and capsized.
- 2. Use Text Features** The illustration shows frightened pirates and waves washing over the deck. It helps me understand how powerful the storm was that sank the *Whydah*.

# Writing

## 4 Write About Events

**REVIEW** Ask: *What is a historical event?* (something that happened in the past)

Explain: *When we write a description of a historical event, we include details about what happened and why it happened.*

Display **Anthology** page 399 and model how to write a description of a historical event.

Think Aloud	Write
<i>First, I will identify the historical event and describe what happened.</i>	Sam Bellamy and his two pirate ships attacked the <i>Whydah</i> , and Captain Prince quickly surrendered.
<i>Next, I will explain why the event happened. I'll include supporting details.</i>	The <i>Whydah</i> was carrying treasure and expensive cargo, so Bellamy made a fortune.

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

Have students choose another event from the selection. They may wish to use the event they studied during the **Mini Lesson** on page T400–401. Have students work independently to write a paragraph that describes the event.

Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T385t

#### Daily Grammar ✓

Point to this sentence on **Anthology** page 396: "Much labor was needed to gain these riches." Note that *these* is used as a demonstrative adjective, not a demonstrative pronoun. Then use page T385v to review and compare demonstrative adjectives and pronouns.

#### Daily Writing Skills ✓

Model how to paraphrase the information on **Anthology** page 394 about the tall tales that Clifford's uncle Bill used to tell him: *Clifford liked Uncle Bill's stories about the pirate ship Whydah best.* Then use page T385x to practice taking notes and paraphrasing.

## Differentiate

### SN Special Needs

**ISSUE** Students' finished writing lacks organization.

**STRATEGY** Have students tell you briefly about the topic, and craft a topic sentence together. Then review the signal words *first*, *next*, *then*, and *finally*. Tell students to use the signal words to help them organize their paragraphs sequentially.

### AL Above Level

**ISSUE** Students wish to include more detailed information about an event.

**STRATEGY** Have students do Internet research on the event. Encourage them to add facts to their paragraphs that tell more about what happened and why.

**WRAP-UP** Have small groups write and illustrate a short comic strip that shows what happened to the *Whydah*. Allow students to look back in the selection so they can retell the sequence of events in the correct order.

## OBJECTIVES

### Thematic Connection: Types of Explorers

- ✓ Explain Text Structure: Sequence
- ✓ Determine Importance to Identify Main Idea and Details

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

### TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2  
Track 18

My Vocabulary Notebook  
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 artifacts.

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 Summarize	CC.4.Rinf.2
Read with Fluency to Support Comprehension	CC.4.Rfou.4
Read with Purpose and Understanding	CC.4.Rfou.4.a
Read Orally with Expression Over Successive Readings	CC.4.Rfou.4.b

### Writing

Apply Grade 4 Reading Standards Write Over Shorter Time for Specific Tasks and Purposes	CC.4.W.9.b CC.4.W.10
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### Language and Vocabulary

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

Arrange students in groups of three. Tell each group to come up with three words: an adjective describing pirates, the name of a pirate ship, and a kind of pirate treasure. Then have groups use the words to fill in the blanks in this sentence: *The \_\_\_\_\_ pirates from the ship \_\_\_\_\_ discovered buried \_\_\_\_\_.*

## Vocabulary Practice

### 1 Share Word Knowledge ✓

**REVIEW** Have students use the 4-Corner Vocabulary Organizers they made on Day 3. Review what the organizers show.

### Key Words

archaeologist · artifact · colony  
currency · galleon · merchant  
preserve · route · trade

Pair each student with a partner who studied a different Key Word. Then have partners follow **Vocabulary Routine 3**:

- Have partners take turns reading their organizers.
- Have partners explain how the pictures show the meanings of the Key Words.
- Have partners create new sentences using both Key Words and add the sentences to **My Vocabulary Notebook**.

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

## Academic Talk

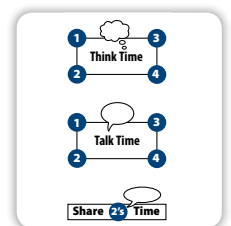
### 2 Summarize Reading

**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 “Real Pirates.”

Write these Key Words: *archaeologist, galleon, route, trade.* Use an adapted version of **Numbered Heads Together** to summarize the six sections they have read so far (**Anthology** pages 394–403).

- Divide students into six groups. Assign a section of the first part of “Real Pirates” to each group.
- Have each student reread his or her assigned section independently and think about how to summarize it.
- Have members of each group discuss what they read and work together to summarize the text for their section.
- Have a student from each group share the group’s summary with the class.

For **Numbered Heads Together**, see page BP47.



**Numbered Heads Together**

### Three Hundred Years Later

I began searching for the *Whydah* in libraries. I first looked for clues in old records. A chart from 1717 helped a lot. When I felt sure I knew where the *Whydah* was, I **put together** a boat, a crew, and all the **gear** we would need. **1 EL**

We searched for about two years. By July 1984, we were almost ready to **give up**. One day, a diver came to the surface and said there were cannons at the bottom of a pit we had dug. We brought up a coin on the very next dive. **2**



▲ It took two years to find the *Whydah*

In Other Words  
**put together** organized; gathered  
**gear** tools  
**give up** stop looking

404

### Traces of the *Whydah*

Objects from the *Whydah* have been in the ocean so long that they are completely soaked with seawater. Many objects lose their shape completely. We barely recognize what they are. **3 BL**

As soon as we bring something to the surface, we start work to **conserve** it. Sometimes it takes years to **preserve** a shoe or a tea kettle, but it's worth the work.

Think of a shipwreck as a time capsule, a container that holds history in place. Each object from the time capsule of the *Whydah* tells us a story about what life aboard her was like.



▲ Objects from the wreck of the *Whydah*

In Other Words  
**conserve** save

#### ► Before You Move On

- 1. Main Idea** In what way is the *Whydah* a time capsule?
- 2. Make Inferences** What do the **artifacts** on this page reveal about pirates' lives?

405

#### STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology  
pages 404–405

## Reading

### 3 Read and Build Comprehension

- 1 Analyze Author's Point of View** *How does the point of view change in "Three Hundred Years Later"? Explain.* (Clifford uses third-person to tell about the pirates and the *Whydah*. He tells about his own actions in first-person.)
- 2 Explain Text Structure: Sequence** ✓ *Describe the sequence of events when Clifford searched for the *Whydah*.* (First, Clifford looked for clues in old records in libraries. Then he put a boat and crew together. Finally he searched for two years until a diver found the *Whydah's* cannons.)
- 3 Analyze Cause and Effect** *Why might some of the objects from the *Whydah* have lost their shape?* (They might have been damaged by seawater.)

## Differentiate

### BL Below Level

**ISSUE** Students struggle to relate cause and effect.

**STRATEGY** Have students search the text for information related to the effect and think about what they already know about this information. Ask: *What effect might salty water have on metal or leather objects over time?* (rusting and rotting)

### EL English Learners

**ISSUE** Students have difficulty identifying point of view.

**STRATEGY** Recall that *I, me, my,* and *we* can signal first-person point of view, while *he, she, it,* and *they* can signal third-person. Have students compare the pronouns on pages 400 and 404.

## Fluency

**Practice Phrasing, Accuracy, Rate** As students read aloud, monitor their phrasing, accuracy, and rate.

## Answers Before You Move On

- 1. Main Idea** ✓ A time capsule **preserves** items from the past and is meant to be opened in the future. The hull of the *Whydah* **preserved** the ship's **artifacts** for almost 300 years.
- 2. Make Inferences** The **artifacts** show that the pirates drank tea and ate with forks and spoons. The shoe gives an idea of the kinds of clothing pirates wore. The tools show that they were skilled sailors.

## Pirate Treasure!

Treasure was one of the dreams that led me to search for the *Whydah*. It was one of the best moments in my life when we found our first Spanish silver coin.

Spain controlled most of the silver and gold mines in the New World. A large number of coins stolen by pirates were Spanish. The coins are all different shapes and sizes.

We do not sell the coins or other **artifacts** we find. Each object can tell us a little about what life was like centuries ago. Preserving *Whydah's* history is more important than selling her treasures. **1**



▼ A diver finds coins in the sandy ocean bottom.



◀ Spanish coins were discovered in the wreck of the *Whydah*.

406

## The Work Goes On

Underwater archaeology is not just a matter of finding a shipwreck and bringing up her treasures. First, the recovered objects have to be cleaned, preserved, and studied. We draw and photograph many of the objects.

**2** Then we work to include our new discoveries in public exhibits, as well as to describe them in books and news articles. It's important to share the secret world of the pirates that we're uncovering.

We are still finding many of the *Whydah's* treasures. There is enough work left for the rest of my lifetime. That excites me most of all! ❖

▼ Objects from the *Whydah*, such as this tea kettle, are carefully preserved.



Workers get ready to clean an anchor from the shipwrecked *Whydah*. ▶



### ▶ Before You Move On

- 1. Details** Why do divers find so many Spanish coins in shipwrecks?
- 2. Sequence** What do **archaeologists** do after finding objects in a shipwreck?

407

**Anthology**  
pages 406–407

## Best Practices

**Encourage Debate** Invite students to ask each other for justification of ideas. Provide examples:

- *You said that you think an important detail from the text is that people can study **artifacts** to learn about the past. What part of "Pirate Treasure!" makes you think that?*
- *So are you saying that learning about history is more important to Clifford's team than selling the *Whydah's* treasures?*

## 4 Read and Build Comprehension

- 1. Determine Importance** ✓ *Reread the section "Pirate Treasure!" What is the topic? (treasure on the *Whydah*) What is the main idea of the section? (Clifford's team finds **artifacts** on the *Whydah*.) What are the important details? (Clifford and his crew find Spanish coins; Clifford and his team do not sell the coins.)*
- 2. Summarize** *Briefly explain how Clifford and his team share their discoveries. (They share them in public exhibits and in books and articles.)*

## Check & Reteach

**OBJECTIVE:** Explain Text Structure: Sequence ✓

Check for accurate responses to comprehension questions about sequence.

If students have difficulty identifying sequence, have them write important events from **Anthology** page 404 on separate self-stick notes. Have students order the notes. Then discuss how the author used signal words and phrases to show order.

**OBJECTIVE:** Determine Importance to Identify Main Idea and Details ✓

Check for accurate responses to the main idea and details comprehension questions.

If students have difficulty, have them examine headings for clues about the topic and the main idea of the text under each heading. Show that the heading on **Anthology** page 406 names a topic (pirate treasure). Have students use this topic to figure out the main idea and then list the details in the third paragraph that have to do with pirate treasure artifacts.

## Answers Before You Move On

- 1. Details** ✓ Spain controlled most of the silver and gold mines in the New World, so most of the coins stolen by pirates were Spanish.
- 2. Sequence** ✓ **Archaeologists** first clean, **preserve**, and study the objects. Then they draw and photograph the objects. Finally, they work to share their discoveries with the public.

# Writing

## 5 Write About Illustrations

**REVIEW** Ask: *How do illustrations in a history article support the text?* (They help the reader visualize people, places, and events mentioned in the text that come from times before photography was invented.) Elaborate: *A reader can learn new details about a subject by studying illustrations of it.*

Display **Anthology** page 400 and model how to write to explain what new information you have learned from an illustration.

Think Aloud	Write
<i>First, I will identify this illustration and what it shows.</i>	This is a picture of the pirate captain Sam Bellamy. It shows me how the captain of a pirate ship in the 1770s dressed.
<i>Next, I will examine the illustration and list the details that I notice.</i>	Sam Bellamy wore a three-cornered hat, a red coat, and a scarf. He carried weapons such as a sword and a gun.
<i>Finally, I will explain what I have learned from the illustration.</i>	This picture helps me understand how a captain might dress and how he would arm himself with weapons.

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

Have students select another illustration from the article, study its details, and then write a paragraph that explains what they have learned from it. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T385t

#### Daily Grammar ✓

Write: That idea about pirates is interesting. Point out *that* as a demonstrative adjective. Then use page T385v to review demonstrative adjectives and pronouns.

#### Daily Writing Skills ✓

Read aloud the first paragraph on **Anthology** page 406. Point out that students could use this information in their writing by first taking notes and then paraphrasing the text. Then use page T385x to practice taking notes that indicate quotations or that paraphrase text.

## Differentiate

### EL English Learners

**ISSUE** Students lack the vocabulary to write about the illustrations.

**STRATEGY** Have students label parts of the illustration in English or their own language and confirm English words with a partner. Then provide sentence frames for them to fill in the details and tell what they learned: This is a picture of \_\_\_\_\_. I see \_\_\_\_\_ and \_\_\_\_\_. This tells me that \_\_\_\_\_.

### SN Special Needs

**ISSUE** Students have difficulty writing coherent sentences.

**STRATEGY** Have students brainstorm information to include in their writing by pointing to and naming details in each image. Help students organize their ideas into sentences by providing them with a sentence frame to use for recording the details, such as: I see \_\_\_\_\_ and \_\_\_\_\_.

**WRAP-UP** Have pairs pick a photo of an artifact found on the *Whydah*, imagine that they are a part of the crew that found it, and present the artifact to the class, explaining what it is and how they found it.

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: Types of Explorers

- ✓ Explain Text Structure: Sequence
- ✓ Read with Fluency

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM6.21

Time Line: Practice Master PM6.22

Fluency Practice: Practice Master PM6.23

### TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 12

## MATERIALS

index cards • colored pencils or markers • timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- |   |               |
|---|---------------|
| Refer to Details and Examples<br>When Explaining Text | CC.4.Rinf.1   |
| Summarize   | CC.4.Rinf.2   |
| Integrate Information<br>from Two Texts               | CC.4.Rinf.9   |
| Read Orally with Expression on<br>Successive Readings | CC.4.Rfou.4.b |

### Writing

Apply Grade 4 Reading Standards CC.4.W.9.b

### Speaking and Listening

Tell a Story CC.4.SL.4

### Language and Vocabulary

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

## WARM-UP

Remind students that this week they read about archaeologists searching for treasure in a shipwreck. Have pairs discuss other places archaeologists might look for treasure.

## Vocabulary Review

### 1 Apply Word Knowledge ✓

Write: **determine**, **relationship**. Call students' attention to the Key Words on **Student eEdition** page 408. Then have students apply their knowledge of the Key Words to play the game "Around the World."

### Key Words

archaeologist · artifact · colony  
currency · determine · examine  
galleon · merchant · preserve  
relationship · route · trade

Have each student create an index card "passport" with all the Key Words listed on it. Designate one student as the Traveler. Explain the instructions:

- *The Traveler stands by the seat of a classmate, who is the Challenger.*
- *I provide a definition for one of the Key Words. Whoever answers first with the correct word checks that word on his or her passport and is the next Traveler. If there is a tie, I will provide more definitions until the tie is broken. If neither student knows the word, I will select a new Traveler.*
- *The first person to check off all the words on his or her passport has traveled around the world and wins the game.*

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

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





Key Words	
archaeologist	galleon
artifact	merchant
colony	preserve
currency	route
examine	trade

## Talk About It

1. What facts about people and events are in the **history article**? Give three examples.
2. Suppose you are telling a friend about the *Whydah*. **Restate an idea** that you learned about this ship.

From \_\_\_\_\_, I know \_\_\_\_\_. In other words, \_\_\_\_\_.

3. **Archaeologists** learn from the **artifacts** they find. Think about an object you have found. What does it tell you about the person who made it or used to own it?

I once found \_\_\_\_\_.  
I think that the person who owned it or made it \_\_\_\_\_.



Learn test-taking strategies.  
NGReach.com

## Write About It

People often find the adventures of pirates exciting. They may dislike the fact that pirates steal other people's things, though. Decide what you think about pirates. Then write a short essay to persuade readers to agree with you. Use **Key Words** to help you.

I believe that pirates are \_\_\_\_\_. I say that because  
of \_\_\_\_\_ and \_\_\_\_\_. I think you will agree with me  
because \_\_\_\_\_.

408

Anthology page 408

### STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

## Daily Language Arts

### Daily Spelling and Word Work ✓

Test page T385s

### Daily Grammar ✓

Read aloud this sentence on **Anthology** page 407: "That excites me most of all!" Point out *that* as a demonstrative pronoun. Then use page T385v to review and assess demonstrative pronouns.

### Daily Writing Skills ✓

Explain that Barry Clifford, the author of "Real Pirates," did research and took notes that allowed him to paraphrase. Then use page T385x to assess students' ability to paraphrase.

## Answers Talk About It

1. **History Article** Students should cite facts and events from the article that relate to Clifford, his team, the *Whydah*, or Sam Bellamy.
2. **Restate an Idea** Possible response: From reading "Real Pirates," I know the *Whydah* was involved in the slave trade. In other words, it brought enslaved Africans to America.
3. **Retell an Experience** Student responses should be told in sequence, include facts and details, and show an understanding of what an **archaeologist** can learn from an **artifact**.

## Academic Talk

### 2 Talk About It Anthology page 408

Have partners use Key Words as they discuss the **Talk About It** questions. Encourage students to cite factual details and examples from the text to support their responses. Remind students to use their own words when they restate an idea for question 2 and give facts and details in sequence when they retell an experience for question 3.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM6.21** to ask more questions about the selection.

## Writing

### 3 Write About It Anthology page 408

Read aloud the directions on **Anthology** page 408. Explain: *In a persuasive essay, you state your opinion. Then you include examples and reasons that support your opinion in order to get the readers to agree with your ideas.*

Encourage students to use Key Words as they write. Provide an example: I believe that pirates are bad people. I say that because of their attacks on **merchants'** ships and their thefts of **galleons**. I think you will agree with me because you have read about the history of pirates and know about their lawlessness.

Have students add their letters to their Weekly Writing folders.

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

#### Test-Taking Strategy Practice

### Write Fluid Sentences

Directions: Read each pair of sentences. Then read the questions. Choose the best answer.

#### Sample

We found Spanish coins in many sizes.  
We found Spanish coins in many shapes.

- 1 Which is the best way to combine the sentences?
  - Ⓐ We found Spanish coins in many sizes and many shapes.
  - We found Spanish coins in many sizes and shapes.
  - Ⓒ We found Spanish coins in many sizes and we found them in many shapes.
  - Ⓓ We found coins in many sizes and shapes from Spain.

The ship's treasures sank into the ocean.  
The ship's treasures disappeared into the ocean.

- 2 Which is the best way to combine the sentences?
  - Ⓐ The ship's treasures sank into the ocean and the treasures disappeared in the ocean.
  - Ⓑ The ship's treasures sank and disappeared.
  - The ship's treasures sank into the ocean and disappeared.
  - Ⓒ The ship's treasures sank. They disappeared into the ocean.

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

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For use with TE p. T408

PM6.21

Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.21

Differentiate

**SN** Special Needs

**ISSUE** Students have difficulty recording events that happened to the *Whydah*.

**STRATEGY** Have students review the illustrations. Ask: *What happens to the ship in this picture?* After students describe the event, help them look at the text for details about the event to place on their time line.

**BL** Below Level

**ISSUE** Students' time lines miss major events that happened to the *Whydah*.

**STRATEGY** Tell students to scan the article looking for the name *Whydah*, as well as numbers that signal dates. Encourage students to use these sentence frames:

- At the beginning of the ship's story, \_\_\_\_\_.
- In the middle of the ship's story, \_\_\_\_\_.
- At the end of the ship's story, \_\_\_\_\_.

**AL** Above Level

**ISSUE** Students need more challenge.

**STRATEGY** Have students create two time lines—one for the story of the *Whydah* and pirates and one for Clifford's team.

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

**Time Line**

**"Real Pirates"**

Complete the time line to tell the sequence of events in "Real Pirates."

Use your time line to retell the article to a partner.

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**PM6.22** Unit 6 | Treasure Hunters

Comprehension

**4** Sequence  Anthology page 409

**REVIEW** Display **Student eEdition** page 409 and read aloud the instructions. Review: *Sequence is the order in which things happen. You can use a time line to show sequence.* Then read aloud the listed events and the callouts on the graphic organizer.

Review **Anthology** page 398 and model how to add the next event to the time line: The *Whydah* was loaded with enslaved Africans and sailed to the Caribbean. Explain: *I read that the ship's cargo was **traded** for enslaved Africans. The words Once the *Whydah* reached port in the Caribbean show the passage of time. So next, I will add to the time line: In the Caribbean, the enslaved Africans were sold.*

Have students complete **Practice Master PM6.22**. Encourage them to review the article and select main events that tell what happened to the ship. Ask guiding questions as you circulate:

- *What happened next to the Whydah?*
- *When did it happen? Are there signal words that tell you?*

See **Differentiate**

Check & Reteach

**OBJECTIVE:** Explain Text Structure: Sequence

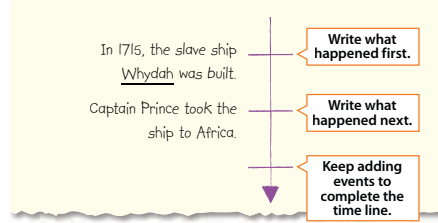
As partners sequence the text, monitor for correct sequencing of events. If students have difficulty sequencing events, have partners list five events on separate index cards. Have the partners work together to arrange the event cards in the correct order before transferring the information to their time lines.

Reread and Retell

### Sequence

Make a time line for the *Whydah*, based on "Real Pirates." Put the events in the order they happened.

Time Line



Now use your time line as you retell "Real Pirates" to a partner. Use dates, time-order words, and **Key Words**.

On April 16, 1717, \_\_\_\_\_.

### Fluency Comprehension Coach

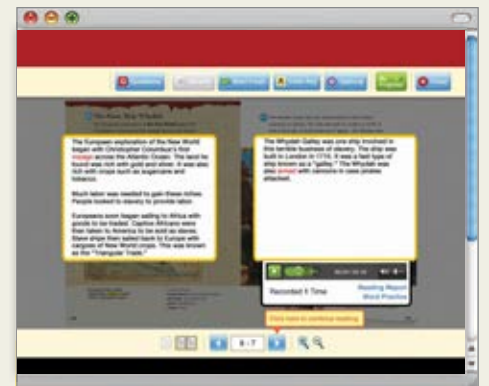
Use the Comprehension Coach to practice reading with phrasing. Rate your reading.

#### Talk Together

Choose an illustration or photograph from "Real Pirates." Use **Key Words** as you tell a partner what the picture shows about searching for treasure.

### 5 Fluency Anthology page 409

Have students read aloud the passage on **Practice Master PM6.23**, 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, have them read along with the **Fluency Models**.

### 6 Talk Together Anthology page 409

Have students who choose the same picture work together. Then have students take turns sharing their ideas with the class.

## WRAP-UP

Recall that students have been reading about explorers and pirates in their **Small Group Reading** books. Have partners discuss which of the explorers or pirates they've read about would be the most interesting to meet in person.

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

**Fluency Practice**

### "Real Pirates"

Use this passage to practice reading with proper phrasing.

After capturing the *Whydah*, the pirates sailed north, robbing more rich ships on the way.

Then the *Whydah* was struck by a storm off Cape Cod on the night of April 26, 1717. Strong winds drove the *Whydah* onto a sandbar just 500 feet from shore. The ship was slammed by waves up to twenty feet high. Soon, the mainmast snapped. The *Whydah* was pushed off the sandbar and capsized.

There were 145 men and at least one boy aboard the *Whydah*. Only two made it to shore alive. The rest died in the dark, cold water.

The *Whydah*'s riches quickly sank. They disappeared in the shifting sands of the Cape. There they stayed for nearly three hundred years.

From "Real Pirates," page 402

**Intonation**

Rarely pauses while reading the text.  Frequently pauses at appropriate points in the text.

Occasionally pauses while reading the text.  Consistently pauses at all appropriate points in the text.

**Accuracy and Rate Formula**

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

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

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**PM6.23** Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.23

## OBJECTIVES

### Thematic Connection: Types of Explorers

- ✓ Research Treasure Hunters
- ✓ Differentiate Between Plagiarism and Paraphrasing
- ✓ Paraphrase Information for an Audience

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Research Rubric: Assessment Master A6.45

### TECHNOLOGY ONLY

Project Checklist: eVisual 6.26

## MATERIALS

print and online resources about treasure hunters • posterboard • art supplies

## 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
Recall Relevant Information, Gather Information, Take Notes, and Categorize Evidence	CC.4.W.8
Draw Evidence from Texts	CC.4.W.9

### Speaking and Listening

Paraphrase Text, Visual Information, and Quantitative Information	CC.4.SL.2
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### Language and Vocabulary

Use Commas and Quotation Marks	CC.4.L.2.b
--------------------------------	------------

## Research Treasure Hunters

Display and read aloud the prompt.

You are helping to create a museum exhibit about treasure hunters. Choose a treasure hunter and then gather information about him or her. Create a poster using facts, images, and quotations from your research.

## Plan

### Choose a Topic

**REVIEW** Remind students how to choose and narrow a topic. Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT.

**Role:** Museum curator

**Audience:** Visitors to the museum

**Form:** Museum exhibit

With students, brainstorm a list of treasure hunters that they know about. Ask students to choose a treasure hunter from the list whom they want to learn more about. Have individual students use the ideas to choose a topic and complete a RAFT.

### Develop Research Questions

**REVIEW** Tell students to think of questions that will guide their research. Suggest that they use the question words *who, what, where, and when*. Demonstrate by providing questions about the treasure hunter Mel Fisher: *Who was Mel Fisher? What treasure did he discover? When was the treasure lost? Where did Mel discover the treasure?* Then have students write a list of questions about their chosen treasure hunter.

What treasure did Mel Fisher discover?

## Research

### Gather Information

**REVIEW** Remind students how to do key word searches on the Internet. Guide students in finding printed sources of information. Emphasize the difference between quotations and plagiarism: *Use a quotation by or about your treasure hunter. All the other information you present should be in your own words. Using the words from another person's writing is called plagiarism.*

Demonstrate how to paraphrase by displaying the following quotation from an encyclopedia: "Mel Fisher is a famous American treasure hunter who discovered the *Atocha*, a Spanish galleon that sank off the coast of Florida in 1622." Show how the sample on the next page paraphrases this quotation by breaking it down into smaller sentences, using synonyms, and rounding the date.

## Organize

### Arrange Information

**REVIEW** Remind students how they have organized information in the past: *Group related information together. That will make your presentation easier to understand.* Suggest that their poster conclude with a quotation: *Remember to use an interesting quotation. Use quotation marks to separate the quotation from the rest of the text.*



### Project Checklist

- Give some basic information about a treasure hunter.
- Draw a picture of the treasure he or she found.
- Include a quotation from or about the treasure hunter.

NGReach.com Project Checklist: eVisual 6.26



**INTERACTIVE WHITEBOARD TIP:** As you read each item, place a check mark next to it.

### Draft Ideas

Have students start composing their exhibition posters. Circulate as they work, providing assistance as necessary.

## Present

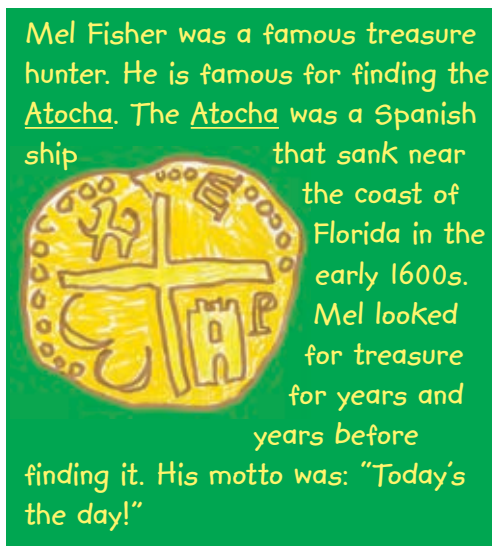
### Practice Speaking Skills

Pair students. Have students practice their presentation skills with each other: *Stand next to your poster while facing the audience. You can turn to look at the poster, but don't forget to look at the audience, too.* Remind them to say the name of the person who said or wrote any direct quotes that they use in the presentation.

See **Differentiate**

### Share with Others

Display students' posters around the room. Tell students that you will now begin a "tour" of the museum. Have students take turns telling "visitors" about their posters. Remind students to face their audience while they speak. Later, use the **Research Rubric** to evaluate each student's presentation.



Student Sample

## Differentiate

### EL English Learner

**ISSUE** Students have difficulty paraphrasing information.

**STRATEGY** Have students give synonyms for words that they know. Practice paraphrasing simple phrases such as *twelve bars of gold* (a dozen bars of gold), *a band of gold diggers* (a group of treasure hunters), and so on. Tell students they can use these strategies when paraphrasing information they find during their research.

### AL Above Level

**ISSUE** Students use overly long quotes in their presentations.

**STRATEGY** Help students focus on the part of the quotation that is the most interesting or memorable. Tell them to paraphrase the rest of the quote.

### Research Rubric

Unit 6, Week 3

Scale	Content	Presentation
4	<ul style="list-style-type: none"> <li>• Poster is organized well and based on ample research.</li> <li>• Direct quotes are clearly indicated.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker explains his or her poster clearly while glancing at the audience at intervals.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Poster is fairly well-organized and based on some research.</li> <li>• A direct quote is included but might not be properly indicated.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker explains his or her poster clearly but does not remember to look at the audience.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Poster lacks clear organization and reveals little research.</li> <li>• Direct quotations are missing or not handled correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker explains his or her poster too briefly or superficially.</li> <li>• Additionally, speaker does not look at the audience.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Poster is poorly organized and lack of research is apparent.</li> <li>• No direct quotations are included.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker struggles to explain any of the content of his or her poster and does not engage with the audience.</li> </ul>

# Week 3 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Explain Text Structure: Sequence
- ✓ Determine Importance to Identify Main Idea and Details

### ASSESSMENTS

**Reading Comprehension Test** Unit 6, Week 3

**Digging for Diamonds**

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

There is a place in the United States where anyone can dig for treasure. Pirates did not leave behind any treasure chests here. Instead, people can dig in the ground for diamonds! The place is the Center of Diamonds State Park in Arkansas.

At the park, diamonds and other stones are easy to find. Some visitors just walk around and look for them lying on top of the ground. Other visitors use tools to dig for diamonds. They either bring their own tools or rent them at the park. Visitors can rent shovels, buckets, kneepads, and screens for looking through the dirt.

Visitors first dig a deep hole with a shovel. Next, they look for just the right type of dirt in the hole. Then they use a screen to separate the dirt from any stones. The screen has tiny holes that let loose dirt fall to the ground while catching the stones. Finally, they take any stones they find to people who work at the park. These workers look at the stones to determine if they are diamonds. Visitors may keep anything they discover!

Most of the diamonds at the park are not worth very much. However, a few are good enough to show at museums around the world. The Center of Diamonds State Park is a special place. Anyone can find treasure there!

Grade 4 Assessment A6.17 Unit 6 | Treasures Hidden

**Reading Comprehension Test** Unit 6, Week 3

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

1. The topic of the selection is Center of Diamonds State Park. What is the main idea?
 

- Visitors find diamonds at the park.
- Treasure is being taken from the park.
- Pirates buried their treasure at the park.
- Park workers study diamonds at the park.

2. What is the most important idea in paragraph 2?
 

- There are tools to rent at the park.
- People can use diamonds on the ground.
- People use screens to look through the dirt.
- There are different ways to look for diamonds at the park.

3. What do visitors do just before they take the stones to a worker?
 

- They use digging tools.
- They keep the diamonds.
- They find stones on the screen.
- They pour dirt through the screen.

Grade 4 Assessment A6.18 Unit 6 | Treasures Hidden

**Reading Strategy Assessment** Unit 6

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 identify how well the student used the strategy. Circle the student's work.

Ask: "What do you do when you read this?" "What are you trying to do when you read this?" "What do you do to understand better?" "What do you do?"

Skill	Reading Strategy Rubric		
	Part and Member 4 3 2 1	Main Collection 4 3 2 1	Visuals 4 3 2 1
1. Identifying the main idea and supporting details	4: Identifies the main idea and supporting details in a paragraph.	3: Identifies the main idea and supporting details in a paragraph.	2: Identifies the main idea and supporting details in a paragraph.
2. Identifying the author's purpose	4: Identifies the author's purpose in a paragraph.	3: Identifies the author's purpose in a paragraph.	2: Identifies the author's purpose in a paragraph.
3. Identifying the author's point of view	4: Identifies the author's point of view in a paragraph.	3: Identifies the author's point of view in a paragraph.	2: Identifies the author's point of view in a paragraph.
4. Identifying the author's bias	4: Identifies the author's bias in a paragraph.	3: Identifies the author's bias in a paragraph.	2: Identifies the author's bias in a paragraph.

Grade 4 Assessment SG6.30 Unit 6 | Treasures Hidden

Reading Comprehension Test  
A6.17–A6.18

Reading Strategy Assessment  
SG6.30–SG6.31

#### Fluency

- ✓ Phrasing
- ✓ Accuracy and Rate

**Oral Reading Assessment** Unit 6

Directions: Read the passage aloud. Then answer the questions.

1. In 1848, a man in California was working near a water mill. He discovered several nuggets of gold. As the news spread of this great discovery, people traveled from all over the world. They came to seek their fortune. The Gold Rush had begun.

2. The chance for people coming to California was long and hard, whether by ship or across the country. Towns sprang up near places that had promise of gold. People lived in tents, wooden shacks, and camps. Life was difficult and wild.

3. At the beginning, gold was plentiful. The first people to arrive could find nuggets of gold in streams and rivers. If the gold seekers were lucky, they could make more money in a short time as miners than they could working as a laborer at home. Of course, not everyone was lucky.

4. Today, people are still looking for gold. Some experts say that only one ounce of gold in the world has been found. The possibility of getting rich quickly is always in people's minds.

5. Modern gold hunters use both old and new technologies. For example, they use devices that help when gold might be nearby. Some people become scale divers and swim deep in the rivers to look for hidden gold. However, many use the old-fashioned way of gold panning. Gold panning starts with getting sand and small pebbles from a river bed into a pan and slowly swirling water over the mix to wash away the lighter material. Gold is heavy, so it will remain in the pan.

6. The most gold hunters, the dream of getting rich quickly does not come true. But if someone is lucky enough to find even just one ounce of gold in a day, he or she can sell it for a very large amount of money. That is not a bad day's work!

Grade 4 Assessment A6.1 Unit 6 | Treasures Hidden

**Oral Reading Assessment** Unit 6

Code	Reading Rubric			
	4	3	2	1
1	4: Reads with accuracy and fluency.	3: Reads with accuracy and fluency.	2: Reads with accuracy and fluency.	1: Reads with accuracy and fluency.
2	4: Reads with accuracy and fluency.	3: Reads with accuracy and fluency.	2: Reads with accuracy and fluency.	1: Reads with accuracy and fluency.
3	4: Reads with accuracy and fluency.	3: Reads with accuracy and fluency.	2: Reads with accuracy and fluency.	1: Reads with accuracy and fluency.
4	4: Reads with accuracy and fluency.	3: Reads with accuracy and fluency.	2: Reads with accuracy and fluency.	1: Reads with accuracy and fluency.

Grade 4 Assessment A6.2 Unit 6 | Treasures Hidden

**Oral Reading Assessment** Unit 6

Directions: Read the passage aloud. Then answer the questions.

1. Show the position you read about the student's reading. For example, if you read about the student's reading, you could say, "I read about the student's reading." You could also say, "I read about the student's reading." You could also say, "I read about the student's reading."

2. Make suggestions about what improvements are needed. For example, "The student needs to read more slowly." "The student needs to read more clearly." "The student needs to read more accurately."

3. If you asked the student to read the story, make notes about what the student needs to improve. For example, "The student needs to read more slowly." "The student needs to read more clearly." "The student needs to read more accurately."

Grade 4 Assessment A6.3 Unit 6 | Treasures Hidden

Oral Reading Assessment  
A6.1–A6.3

Use these passages throughout Unit 6. Work with Above Level students this week.

#### Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Spell Words with oi, oy, ou, ow
- ✓ Use Commonly Misspelled Words Correctly

**Vocabulary Test** Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. Money is \_\_\_\_\_ in someone who buys or sells things.

2. \_\_\_\_\_ is someone who studies ancient cultures.

3. This is \_\_\_\_\_.

Grade 4 Assessment A6.19 Unit 6 | Treasures Hidden

**Vocabulary Test** Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. \_\_\_\_\_ is a region that another country controls.

2. \_\_\_\_\_ is something to keep it safe from harm.

3. \_\_\_\_\_ is to exchange one thing for another.

Grade 4 Assessment A6.20 Unit 6 | Treasures Hidden

**Spelling Words**

Use these words and complete the weekly Spelling Pretest and Spelling Test.

Words with oi, oy, ou, ow

- enjoy We enjoy Dad in the car when we bother him with questions as he tries to find his way around town.
- enjoyed I enjoyed the movie.
- enjoyed That letter has boundless energy as he endlessly plays.
- boycott I heard a news story that encouraged me to boycott buying fish in a protest against overfishing.
- cowardly I read a book about a cowardly lion that became brave enough to explore a forest.
- disappoint Exploring the cave must have disappointed you because it's as tricky and fun as you hope it will be.
- encounter I heard a news story that encouraged me to boycott buying fish in a protest against overfishing.
- hold Sailors hold the heavy cargo onto the ship.
- loyalty The crew shows their loyalty by helping the captain.
- outrage People everywhere felt great outrage when the research ship was destroyed.
- prey Stary dogs prey the city streets looking for food.
- revere Reading about steel can reuse your curiosity, awakening your desire to see new sights.
- scowl He had an angry scowl on his face when he realized the path was a dead end.
- trounce "We will trounce the other teams and get to the North Pole in half as much time!" bragged the leader.
- turnout The crowd caused much noise and confusion, so we looked for a quiet place to escape the turmoil.

Watch-Out Words

- fool There is a fool color of dead fish on the beach.
- fool I see a chicken and other fool catching in the sand.
- side Look at what the ocean tide has washed ashore.
- side It's a log raft tied together with cords.

Grade 4 Assessment A6.21 Unit 6 | Treasures Hidden

Vocabulary Test  
A6.19–A6.20

Spelling Pretest/ Spelling Test  
T385s

#### Grammar and Writing

- ✓ Use Demonstrative Pronouns
- ✓ Differentiate Between Plagiarism and Paraphrasing

**Writing, Revising, and Editing Test** Unit 6, Week 3

Directions: Read the paragraphs. Then answer the questions.

1. There is a costume party at school \_\_\_\_\_ Friday. I'm going as a prospector, someone who digs for gold. \_\_\_\_\_ is because prospecting is my favorite hobby. I know there are other costumes, like a cowboy or a monster or an astronaut. \_\_\_\_\_ are also fun, but not as fun as a prospector.

2. I have some of the things I wear for my costume right here on my desk. Check out \_\_\_\_\_ books and the old hat here. And \_\_\_\_\_ is a gold nugget necklace passed down by my great-great-grandfather that I always wear!

3. Over there behind the door are my prospecting tools. \_\_\_\_\_ are the pan and shovel I use to look for gold flecks in the mud. And \_\_\_\_\_ cloth bag right here holds the gold nuggets I collect. I'm going to have fun at \_\_\_\_\_ party!

4. Choose the answer that goes in Blank 1.

5. Choose the answer that goes in Blank 2.

Grade 4 Assessment A6.21 Unit 6 | Treasures Hidden

**Writing, Revising, and Editing Test** Unit 6, Week 3

Directions: Read the paragraphs. Then answer the questions.

1. Choose the answer that goes in Blank 3.

2. Choose the answer that goes in Blank 4.

3. Choose the answer that goes in Blank 5.

4. Choose the answer that goes in Blank 6.

Grade 4 Assessment A6.22 Unit 6 | Treasures Hidden

**Research Rubric** Unit 6, Week 3

Grade	Content	Presentation
4	4: Research is well organized and used to answer the question.	4: Research is well organized and used to answer the question.
3	3: Research is somewhat organized and used to answer the question.	3: Research is somewhat organized and used to answer the question.
2	2: Research is not organized and used to answer the question.	2: Research is not organized and used to answer the question.
1	1: Research is not organized and used to answer the question.	1: Research is not organized and used to answer the question.

Grade 4 Assessment A6.45 Unit 6 | Treasures Hidden

Writing, Revising, and Editing Test  
A6.21–A6.23

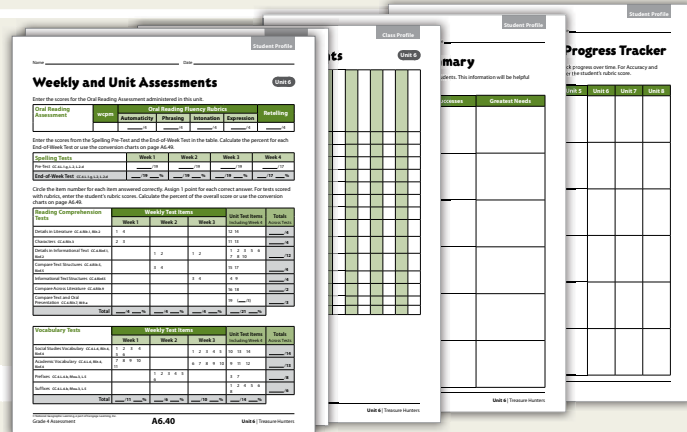
Research Project Rubric  
A6.45



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A6.40–A6.41
- Class Profile: Weekly and Unit Assessments** A6.42
- Student Profile: Strengths and Needs** A6.43
- Student Profile: Oral Reading Progress Tracker** A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

**Sequence:** Reteaching Master RT6.8

**Determine Importance:** Reteaching Master RT6.9

#### ADDITIONAL PRACTICE

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

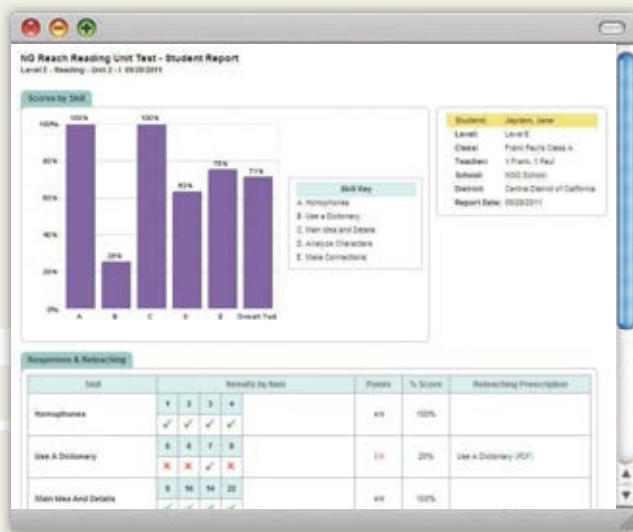
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

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



eAssessment™

### ONLINE ONLY Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

#### ADDITIONAL PRACTICE

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

Daily Spelling Practice, pages T385s–T385t

### Grammar and Writing

#### RETEACH

**Pronouns:** Anthology Handbook, page 600

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

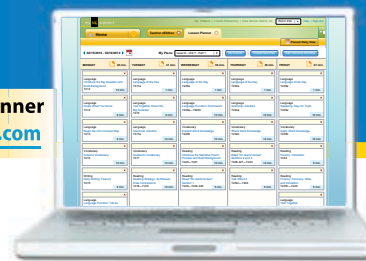
#### ADDITIONAL PRACTICE

More Grammar Practice PM6.24

Daily Writing Skills Practice, pages T385w–T385x

# Week 4 Planner

Online Lesson Planner  
NGReach.com

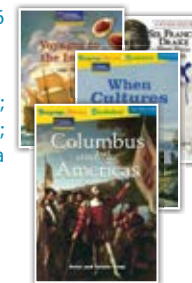
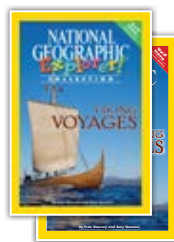


☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
<b>Anthology</b>	<b>Speaking and Listening</b> 🕒 5–10 minutes	<b>Listen and Comprehend</b>	<b>Read and Comprehend</b>
	<b>Language and Vocabulary</b> 🕒 20 minutes	<b>Academic Talk</b> CC.4.Rinf.1; CC.4.SL.1.d Discuss the Big Question T409o	<b>Academic Talk</b> CC.4.Rinf.1 Preview and Predict T410c
	<b>Reading</b> 🕒 20–40 minutes	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Words with <i>oo</i> , CC.4.L.1.g; CC.4.L.2; <i>ew</i> ; <i>au</i> , <i>aw</i> , <i>al</i> , <i>all</i> , and Commonly CC.4.L.2.d; CC.4.L.4.c Misspelled Words T409i	<b>Daily Spelling and Word Work</b> CC.4.Rfou.3; ☑ Practice T409i CC.4.Rfou.3.a; CC.4.L.2.d; CC.4.L.4.c
	<b>Writing</b> 🕒 15–45 minutes	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ Indefinite Pronouns T409k	<b>Daily Grammar</b> CC.4.L.1; CC.4.L.3 ☑ More Indefinite Pronouns T409k
		<b>Vocabulary Strategy</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ Suffixes T409o CC.4.L.4; CC.4.L.4.b; CC.4.L.5	<b>Vocabulary Strategy</b> CC.4.Rfou.3; CC.4.Rfou.3.a; ☑ More Suffixes T410c CC.4.L.4; CC.4.L.4.b; CC.4.L.5
	<b>Reading</b> Read Aloud: News Article T410a	<b>Reading</b> CC.4.Rinf.10; Read a Web Article CC.4.Rfou.4.a	<b>Reading</b> CC.4.Rinf.10; Read a Web Article CC.4.Rfou.4.a
	<b>Comprehension</b> CC.4.Rinf.1; CC.4.SL.1.d ☑ Use Details and Examples to Explain Text T410a–T410b	<b>Comprehension</b> CC.4.Rinf.1; ☑ Determine Importance to Identify Main Idea and Details CC.4.Rinf.10; CC.4.Rfou.4.a	<b>Comprehension</b> CC.4.Rinf.1; ☑ Determine Importance to Identify Main Idea and Details CC.4.Rinf.10; CC.4.Rfou.4.a
	<b>Fluency</b> CC.4.Rfou.4 ☑ Model Intonation T410a	<b>Fluency</b> CC.4.Rfou.4; ☑ Practice Intonation, Accuracy, and Rate T411	<b>Fluency</b> CC.4.Rfou.4; CC.4.Rfou.4.a ☑ Practice Intonation, Accuracy, and Rate T411
	<b>Power Writing</b> T409o	<b>Power Writing</b> T410c	<b>Power Writing</b> T410c
	<b>Daily Writing Skills</b> CC.4.L.3 ☑ Write About Details T409m	<b>Daily Writing Skills</b> CC.4.W.9; CC.4.L.3 ☑ Write About Details T409m	<b>Daily Writing Skills</b> CC.4.W.9; CC.4.L.3 ☑ Write About Details T409m
	<b>Writing</b> CC.4.Rinf.1; CC.4.W.9 Write About Details T410b	<b>Writing</b> CC.4.Rinf.1; CC.4.W.9 Write a Response T414–415	<b>Writing</b> CC.4.Rinf.1; CC.4.W.9 Write a Response T414–415
	<b>Writing Project: Historical Fiction</b> CC.4.W.5; CC.4.W.10 Study a Model T418	<b>Writing Project: Historical Fiction</b> CC.4.W.5; CC.4.W.10 Prewrite T418	<b>Writing Project: Historical Fiction</b> CC.4.W.5; CC.4.W.10 Prewrite T418



<b>SMALL GROUP READING TIME</b>		Read Social Studies Articles	Read Fiction Books
<b>Fiction &amp; Nonfiction</b>	🕒 20 minutes	<b>Vocabulary</b> CC.4.L.6 Learn Social Studies Vocabulary SG23	<b>Vocabulary</b> CC.4.L.6 Learn Story Words SG24–SG25
		<b>Reading</b> CC.4.Rinf.2; CC.4.Rinf.10 Read and Comprehend Informational Texts SG22–SG23 Summarize SG22–SG23	<b>Reading</b> CC.4.Rinf.1; CC.4.Rinf.10; CC.4.SL.1.a Introduce SG24–SG25 Read and Comprehend Informational Texts SG24–SG27 ☑ Determine Importance to Comprehend Text SG26 ☑ Use Details and Examples to Explain Text SG24–SG27



<b>LEARNING STATION TIME</b>			
<b>Learning Station</b>	🕒 20 minutes		
		<b>Speaking and Listening</b> T409g	CC.4.SL.1; CC.4.SL.1.d; CC.4.SL.2; CC.4.SL.4
		<b>Language and Vocabulary</b> T409g	CC.4.L.6
		<b>Writing</b> T409g	CC.4.W.4; CC.4.W.8
		<b>Cross-Curricular</b> T409h	CC.4.W.8; CC.4.SL.4
	<b>Reading and Intervention</b> T409h, SG68	CC.4.Rinf.3; CC.4.Rinf.10; CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.Rfou.4.c	



**Big Question** Why do we seek treasure?

### Day 3

**Review and Compare**

**Academic Talk** CC.4.SL.4  
Talk Together T416

**Daily Spelling and Word Work** CC.4.Rfou.3;  
✓ Practice T409j 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  
✓ Possessive Pronouns T409I

**Vocabulary Practice** CC.4.L.6  
✓ Review Social Studies and Academic Vocabulary T415a

**Comprehension** CC.4.Rinf.7; CC.4.SL.4  
✓ Compare Media Texts T415a

**Fluency** CC.4.Rfou.4  
✓ Practice Intonation T416

**Power Writing** T415a

**Daily Writing Skills** CC.4.W.9; CC.4.L.3  
✓ Write About Details T409n

**Writing** CC.4.L.1; CC.4.L.3  
Write to Reinforce Grammar T417

**Writing Project: Historical Fiction** CC.4.W.5; CC.4.W.9;  
Draft T419 CC.4.W.1

### Day 4

**Read and Comprehend**

**Academic Talk** CC.4.Rinf.1  
Discuss Features T417d

**Daily Spelling and Word Work** CC.4.L.2.d  
✓ Practice T409j

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Grammar and Writing T409I

**Vocabulary Practice** CC.4.Rfou.3; CC.4.Rfou.3.a;  
✓ More Suffixes T417c CC.4.L.4; CC.4.L.4.b

**Reading** CC.4.Rinf.1  
Read an Online Article T417a–T417b

**Comprehension** CC.4.Rinf.1  
✓ Explain Text Features T417a–T417b

**Fluency** CC.4.Rfou.4  
✓ Model and Practice Intonation T417b

**Power Writing** T417c CC.4.W.10

**Daily Writing Skills** CC.4.W.9; CC.4.L.3  
Write About Details T409n

**Writing** CC.4.W.10  
Write About Features T417d

**Writing Project: Historical Fiction** CC.4.W.5; CC.4.W.9;  
Revise; Edit and Proofread T420 CC.4.W.10; CC.4.L.1;  
CC.4.L.3

### Day 5

**Review and Apply**

**Academic Talk** CC.4.Rinf.1; CC.4.Rinf.9;  
Relate Readings to the Big Question T417h CC.4.SL.1.a

**Daily Grammar** CC.4.W.5; CC.4.L.1; CC.4.L.3  
✓ Review T409I

**Vocabulary Practice** CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.4;  
✓ Suffixes T417e CC.4.L.4.b; CC.4.L.5

**Comprehension** CC.4.Rinf.1;  
Compare Text CC.4.Rinf.9  
Features T417f–T417g

**Power Writing** T417e CC.4.W.10

**Daily Writing Skills** CC.4.W.9; CC.4.L.3  
✓ Write About Details T409n

**Writing** CC.4.W.9.b  
Write About Treasure Hunters T417g

**Writing Project: Historical Fiction** CC.4.W.5; CC.4.W.10  
Publish and Present T421


### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.4.Rinf.1; CC.4.Rinf.10; CC.4.SL.1.a  
Read and Comprehend Informational Texts SG24–SG27

✓ Determine Importance to Comprehend Text SG26

✓ Use Details and Examples to Explain Text SG24–SG27



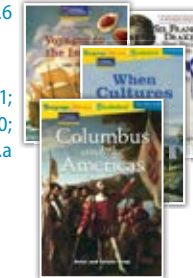
### Read Fiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.4.Rinf.1; CC.4.Rinf.10; CC.4.SL.1.a  
Read and Comprehend Informational Texts SG24–SG27

✓ Determine Importance to Comprehend Text SG26

✓ Use Details and Examples to Explain Text SG24–SG27

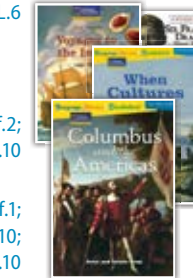
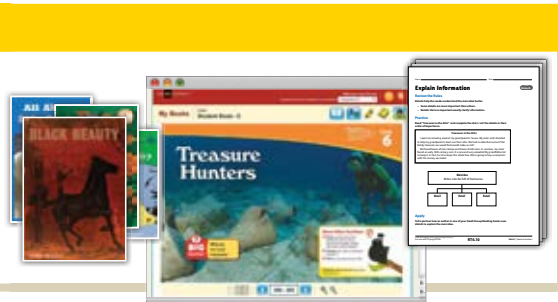


### Read Nonfiction Books

**Vocabulary** CC.4.L.6  
Expand Vocabulary Through Wide Reading SG24–SG27

**Reading** CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rinf.10  
Connect Across Texts SG27

**Writing** CC.4.Rinf.1; CC.4.Rinf.10; CC.4.W.10  
Choose a Writing Option SG26–SG27

### ASSESSMENT & RETEACHING

**Assessment and Reteaching** T421a–T421b

✓ Reading Comprehension Unit Test A6.24–A6.32 CC.4.Rinf.1; CC.4.Rinf.2; CC.4.Rlit.2

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

✓ Oral Reading Assessment A6.1–A6.3 CC.4.Rfou.4.a

✓ Vocabulary Unit Test A6.33–A6.35 CC.4.L.b; CC.4.L.6

✓ Spelling Test: Words with *oo*, *ew*, *au*, *aw*, *al*, *all*, and Commonly Misspelled Words T409i CC.4.Rfou.3; CC.4.Rfou.3.a; CC.4.L.1.g; CC.4.L.2; CC.4.L.2.d; CC.4.L.4.c

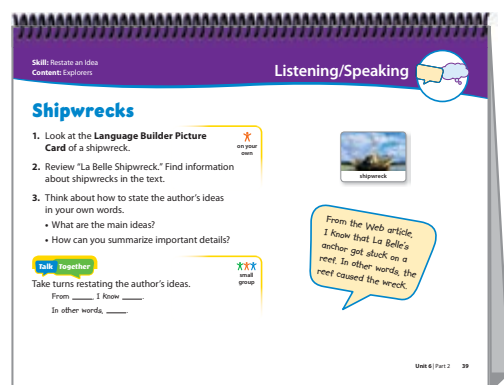
✓ Writing, Revising, and Editing Unit Test A6.36–A6.39 CC.4.W.10; CC.4.L.1; CC.4.L.3

Reteaching Masters RT6.10–RT6.12

# Week 4 Learning Stations

## Speaking and Listening

### Option 1: Shipwrecks



**Skills:** Focus on an Idea  
Context: Explains

**Listening/Speaking**

**Shipwrecks**

- Look at the **Language Builder Picture Card** of a shipwreck.
- Review "La Belle Shipwreck." Find information about shipwrecks in the text.
- Think about how to state the author's ideas in your own words.
  - What are the main ideas?
  - How can you summarize important details?

**Talk Together**  
Take turns restating the author's ideas.  
From \_\_\_\_\_ I know \_\_\_\_\_  
In other words, \_\_\_\_\_

**Unit 6 | Part 2 | 39**

### PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 39

Digital Library Images: Language Builder Picture Card E72

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Review Key Ideas  
Paraphrase Text

CC.4.SL.1.d  
CC.4.SL.2

### Option 2: Be an Archaeologist

In my work, I look for ancient coins.

They must tell you a lot about the civilization that used them.

Have students imagine they are archaeologists and have a discussion about their work.

- Have pairs discuss the kinds of treasure they might search for and explain why those particular treasures interest them.
- Remind students to express their information in an organized way so it is clear to their listeners.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly  
Tell a Story

CC.4.SL.1  
CC.4.SL.4

## Language and Vocabulary

### Key Words

archaeologist · artifact · colony · currency  
examine · galleon · merchant · preserve  
route · solution · trade

### Option 1: Vocabulary Games



[NGReach.com](https://www.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](https://www.ngreach.com) My Vocabulary Notebook

Have students expand their word knowledge.

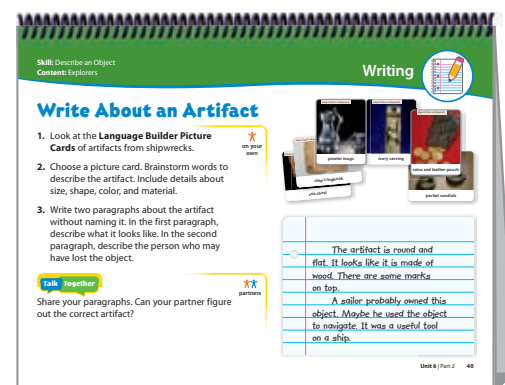
- Under Add More Information > Related Words, have students look for words related to the Key Words.
- Under Add More Information > Use This Word > Write More, have students write a paragraph about an imaginary archaeological dig.

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.4.L.6

## Writing

### Option 1: Write About an Artifact



**Skills:** Describe an Object  
Context: Explains

**Writing**

**Write About an Artifact**

- Look at the **Language Builder Picture Cards** of artifacts from shipwrecks.
- Choose a picture card. Brainstorm words to describe the artifact. Include details about size, shape, color, and material.
- Write two paragraphs about the artifact without naming it. In the first paragraph, describe what it looks like. In the second paragraph, describe the person who may have lost the object.

**Talk Together**  
Share your paragraphs. Can your partner figure out the correct artifact?

The artifact is round and flat. It looks like it is made of wood. There are some marks on top.  
A sailor probably owned this object. Maybe he used the object to navigate. It was a useful tool on a ship.

**Unit 6 | Part 2 | 40**

### PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 40

Digital Library Images: Language Builder Picture Cards E73–E78

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Use Appropriate Development and Organization

CC.4.W.4

### Option 2: Plot a History

The Ship's Beginnings	
The First Captain	
The Second Captain	
The Sinking	
The Rediscovery	

Have students plot the history of the pirate ship *Whydah*.

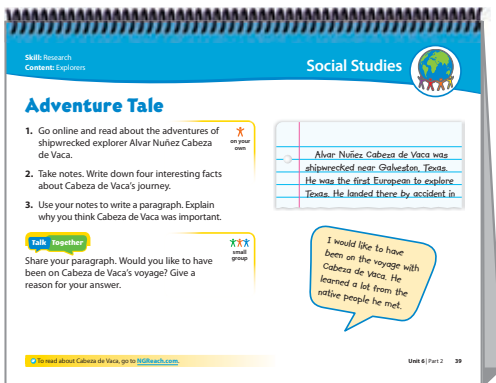
- Have students make a chart, such as the one above, to take notes about the ship's history as described by the author of "Real Pirates" on **Anthology** pages 394–407.
- Tell students to use their charts to write a few sentences about the *Whydah*'s history.
- Have students compare their charts and sentences and discuss which details were included or omitted and why.

Recall Relevant Information

CC.4.W.8

## Cross-Curricular

### Option 1: Adventure Tale



**Adventure Tale**

- Go online and read about the adventures of shipwrecked explorer Alvar Nuñez Cabeza de Vaca.
- Take notes. Write down four interesting facts about Cabeza de Vaca's journey.
- Use your notes to write a paragraph. Explain why you think Cabeza de Vaca was important.

**Talk Together**  
Share your paragraph. Would you like to have been on Cabeza de Vaca's voyage? Give a reason for your answer.

*I would like to have been on the voyage with Cabeza de Vaca. He learned a lot from the native people he met.*

## PROGRAM RESOURCES

### Cross-Curricular Teamwork Activities: Card 39

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

### Student Resources Directory

Take Notes CC.4.W.8  
Report on a Topic CC.4.SL.4

### Option 2: Solve a Map Puzzle



[NGReach.com](https://www.ncreach.com) Student Resources

Have students solve a map puzzle.

- To attempt the map puzzle, have students go to Resources > Unit 6 > Learning Stations > Week 4 > Solve a Map Puzzle.
- After students complete their puzzles, have them explain the processes they used.
- Then have partners discuss what they enjoyed about completing the puzzles.

Recount an Experience CC.4.SL.4

## Reading

### Option 1: Read More About Robert Cavalier, Sieur de La Salle


#### MATERIALS

library books and online resources

Have students use library books and online resources to read more about Robert Cavalier, Sieur de La Salle. Have students write brief summaries of their findings.

Explain Events CC.4.Rinf.3  
Read and Comprehend Informational Texts CC.4.Rinf.10

### Option 2: Read About a Female Explorer



[NGReach.com](https://www.ncreach.com) Student Resources

Have students read about a female National Geographic Explorer of their choice and give an oral summary of the Explorer's work.

- To read about female Explorers, have students go to Resources > Unit 6 > Learning Stations > Week 4 > Explorers.
- Have each student pick one female Explorer and present an oral summary of the Explorer's work.

Read and Comprehend Informational Texts CC.4.Rinf.10

## Intervention

### Option 1: Phonics Games



[NGReach.com](https://www.ncreach.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 RT6.10–RT6.12.

## Additional Resources

### Reach into Phonics



Lessons 94 and 95

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

### ESL Kit



ESL Teacher's Edition pages T410a–T423

# Week 4 Daily Spelling & Word Work

## OBJECTIVES

**Thematic Connection: European Explorers**

- ✔ Spell Words with *oo, ew; au, aw, al, all*
- ✔ 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 *oo, ew; au, aw, al, all*

1. awkward	The mountain climb made him feel <b>awkward</b> , as he kept stumbling over loose rock.
2. balmy	The crew set sail on a warm, <b>balmy</b> night in August.
3. brooding	The <b>brooding</b> sailors worried about the fog.
4. falter	After the difficult climb up the pyramid, the explorer felt weak and his steps began to <b>falter</b> .
5. foolproof	Do they have a <b>foolproof</b> plan to locate the riches, or could something happen to stop them?
6. gloomy	They looked <b>gloomy</b> , feeling sad because they didn't see land.
7. jaunty	He left the ship with a <b>jaunty</b> walk, happily thinking about new lands to explore.
8. jewelry	The explorers found rings and other <b>jewelry</b> made from precious metals.
9. lawless	The inhabitants had no rules, appearing <b>lawless</b> to the explorers.
10. nightfall	The sun set early, so it was <b>nightfall</b> by the time they had finished exploring the ancient city.
11. roost	Many bats <b>roost</b> in the cave during the day and fly at night.
12. saucy	The sailor's <b>saucy</b> remarks showed a lack of respect for the captain.
13. shrewd	She was <b>shrewd</b> enough to know how to handle the king's tantrums.
14. squawk	The chickens <b>squawk</b> loudly when the dog chases them.
15. strewn	Pages from the explorer's journal were <b>strewn</b> all over the table.

### Watch-Out Words

16. who's	<b>Who's</b> read about European explorers?
17. whose	<b>Whose</b> ship landed in America first?

## Digraphs *oo/ew*

Day 2



Option 1

### MATERIALS

index cards, 9 per group of students

### Teach

Display the word *roost*, circle the *oo*, and pronounce the word. Explain: *The letters oo sometimes make the /ōō/ sound you hear in roost.* Display the word *shrewd*, circle the *ew*, and pronounce the word. Explain: *The letters ew also make the /ōō/ sound, as they do in the word shrewd.*

### Prepare

Have partners collaborate to write each of these words on a separate card: *brooding, foolproof, gloomy, jewelry, roost, shrewd, and strewn*. Then have students write each of these phrases on a separate card: *oo as in spoo/ew as in new*.

brooding

oo as in  
spoo

### Play a Game

- Have one partner take the two phrase cards and have the other partner take the seven word cards.
- The partner with the words holds up one card at a time. The other partner holds up the appropriate phrase card, says the phrase, and orally spells the word with his or her eyes closed.
- Have partners switch roles and repeat the activity.

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

## Word Webs

Day 2



Option 2

### MATERIALS

print or online thesauruses

### Use Graphic Organizers

- Have partners collaborate to make a word web for each of the following words: *awkward, balmy, brooding, falter, gloomy, jaunty, lawless, saucy, shrewd*.
- Have them 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.

clumsy

awkward

The dog looked awkward riding a unicycle.

Spell Grade-Appropriate Words  
Consult References

CC.4.L.2.d

CC.4.L.4.d



Digraphs aw/au, al/all Day 3



Option 1

Teach

Display the words awkward and jaunty, circle the digraphs aw and au, and pronounce the words. Explain: The digraphs aw and au make the same sound, /â/. Listen for the middle sound as I say each word, then repeat the word after me.

Display the words falter and nightfall, circle the letters al and all, and pronounce the words. Explain: When l comes after an a, it changes the sound of the a. Listen for the middle sound as I say each word, then repeat the word after me.

Prepare

Arrange students into groups of five. Have each group select a leader.

Play a Game

- Have the leader give to the first player a direction to identify and spell a spelling word with one of these digraphs: aw, au, al, or all. Provide an example: Spell a word that has the digraph aw.
If the player spells the word correctly, he or she gets a point. If the player misspells the word, he or she loses a point.
The leader continues giving instructions and players take turns following the instructions. After each aw, au, al, and all word has been spelled correctly twice, the player with the most points wins.
If time permits, have the group play again, with a different group member as the leader.

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

Watch Out! Day 3



Option 2

MATERIALS

print or online dictionaries

Write Tongue Twisters

- Have students write tongue twisters to help them remember the Watch-Out Words. Provide an example: Wacky Walrus will not tell who's wheeling whose white wheelbarrow.
Have students consult a dictionary to be sure they are using the correct Watch-Out Words for the context and that they are spelling the words correctly.
Have students share their tongue twisters with the class. Have them write the tongue twisters on the board and underline each Watch-Out Word.

Wacky Walrus will not tell who's wheeling whose white wheelbarrow.

Use Frequently Confused Words CC.4.L.1.g
Demonstrate Command of Spelling CC.4.L.2
Consult References CC.4.L.2.d

Sketch a Word Day 4

Day 4



Option 1

Prepare

Arrange students in groups of three or four and have group members collaborate to write all 18 spelling words on separate strips of paper. Then have them mix up the strips and place them face down in a pile.

Play a Game

- Have group members take turns choosing a strip without showing the word to the others. That student draws a picture illustrating the word.
The other group members try to guess the word. The first student to guess the word and correctly spell it gets one point.
Have group members switch roles and continue playing until all the words have been illustrated. The student with the most points wins.



Spell Grade-Appropriate Words

CC.4.L.2.d

All Aboard! Day 4

Day 4



Option 2

MATERIALS

colored pencils • construction paper • scissors • paper bags, 1 per pair of students

Prepare

- Have pairs of students create a game board with the outline of a country and 18 game squares across it. Have students write the words Start in the first square on the board and Finish in the last square.
Have students collaborate to write all 18 spelling words on strips of paper and place them in the paper bag. Then have each student color and cut out a boat to use as a marker.

Play a Game

- Students place their "boats" on Start. Partner 1 takes a strip of paper from the bag and reads the word aloud. Partner 2 spells the word.
If Partner 2 spells the word correctly, he or she "sails" one space. If he or she is incorrect, the student remains on the square. Students take turns choosing cards. The student who sails to Finish first wins.

Spell Grade-Appropriate Words

CC.4.L.2.d

# Week 4 Daily Grammar

## OBJECTIVE

**Thematic Connection: European Explorers**

**Grammar: Use Indefinite and Possessive Pronouns**

## COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Knowledge of Conventions

CC.4.W.5

CC.4.L.1

CC.4.L.3

## Day 1

### PROGRAM RESOURCES

Indefinite Pronouns: eVisual 6.28

Game: Practice Master PM6.25

### Teach the Rules

Use **Anthology** page 417 to teach possessive pronouns. Then reinforce, using a chart like the one below.

#### Indefinite Pronouns

- Use an **indefinite pronoun** when you are not referring to a specific person or thing.
  - Everyone** likes the museum.
  - Something** is written in the captain's log.
- Some **indefinite pronouns** are always singular and need a **singular verb**.
  - Each** of the artifacts **is** interesting.
  - Someone** **knows** about the explorer.

[NGReach.com](http://NGReach.com) Indefinite Pronouns: eVisual 6.28

List these examples of singular indefinite pronouns: *anyone, each, everybody, nobody, nothing, someone, something.*

### Play a Game

Have pairs of students follow the directions on **Practice Master PM6.25** to play "Pronoun Picture."

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

**Grammar Game**  
**Pronoun Picture**

**Directions:**

- With your partner, think of a simple picture you can draw with six lines, such as a ship, a treasure chest, or a tree, but don't draw it yet.
- Take turns. Circle the indefinite pronoun in a sentence below. Then underline the correct form of the verb in parentheses and write it on the line to complete that sentence.
- If your partner agrees that you circled the indefinite pronoun and completed the sentence with the correct verb, add one line to the picture.
- If not, your partner corrects the sentence and adds a line to the picture.
- After all sentences are complete, your picture will be complete, too!

- (Each) of the sailors has minor injuries after the pirates attacked the Sea Queen. (have/has)
- Someone on the Sea Queen sees an island in the distance, and wonders if a doctor lives there. (sees/see)
- However, nobody takes the rowboat there that day. (take/takes)
- Something on the Sea Queen was damaged in the fight. (were/was)
- Nothing worries the sailors more than damage to their ship. (worry/worries)
- Everybody agrees to fix the damage before going to the island. (agrees/agree)

PM6.25 Unit 6 | Treasure Hunters

[NGReach.com](http://NGReach.com) Practice Master PM6.25

### Differentiate

#### AL Above Level

**ISSUE** Students easily choose the correct verb form during the game.

**STRATEGY** Challenge partners to write short stories of their own using singular indefinite pronouns. Caution students to use singular verbs correctly as they write.

## Day 2

### PROGRAM RESOURCES

More Indefinite Pronouns:

eVisual 6.32

Game: Practice Master PM6.26

### MATERIALS

scissors

### Teach the Rules

Use the suggestion on page T412–413 to review indefinite pronouns. Briefly review singular indefinite pronouns, and then display and read **eVisual 6.32**.

#### More Indefinite Pronouns

- Some **indefinite pronouns** are always plural and need a **plural verb**.
  - Both** of the explorers **make** discoveries.
  - Few** of the artifacts **are** in good condition.

[NGReach.com](http://NGReach.com) More Indefinite Pronouns: eVisual 6.32

Explain: *These plural indefinite pronouns always take a plural verb: both, few, many, several.*

### Play a Game

Arrange the class in small teams and distribute scissors. Have teams use **Practice Master PM6.26** to play "Who Does What?"

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

**Grammar Game**  
**Who Does What?**

**Directions:**

- With your team, cut apart the indefinite pronoun cards on this page. Set them aside.
- Then collaborate to write four sentences. Have each sentence begin with a singular indefinite pronoun and include a present tense verb. Here are some examples:  
Somebody wants to explore the desert.  
Nobody in my family likes peppermint.
- Play with another team. Combine your indefinite pronoun cards, shuffle them, and spread them face down on a table. Then exchange the papers on which you have written your sentences.
- Team 1 draws a card and rewrites the first sentence using the plural indefinite pronoun on the card and paying attention to the verb form. Team 1 reads its new sentence aloud.
- If team 2 agrees that the sentence is correct, Team 1 gets a point.
- Then Team 2 takes a turn.
- Play continues until all the sentences have been changed. The team with more points wins.

Both      Few      Many      Several

PM6.26 Unit 6 | Treasure Hunters

[NGReach.com](http://NGReach.com) Practice Master PM6.26

### Differentiate

#### BL Below Level

**ISSUE** Students have trouble identifying plural verbs for plural indefinite pronouns.

**STRATEGY** Use sentence frames for the present tense of common verbs:  
Several of the students \_\_\_\_\_. (plural verb, noun)

Both of my friends \_\_\_\_\_. (plural verb, noun)

Help students use the frames to write sentences.



## Day 3

### Teach the Rules

Use the suggestion on page T417 to teach possessive pronouns. Then display the chart below to review and extend the lesson.

<ul style="list-style-type: none"> <li>A <u>possessive pronoun</u> replaces a person's or a thing's <u>name</u> and <u>something belonging to</u> that person or thing.</li> <li>All possessive pronouns except <u>mine</u> end in <u>-s</u>.</li> <li>Possessive pronouns do not have apostrophes.</li> </ul>	<p><b>Singular Possessive Pronouns</b></p> <p>Jan wrote that <u>paper</u>. It is <u>hers</u>. I wrote a <u>paper</u>. It is <u>mine</u>. Lee loves <u>your shirt</u>. It is <u>yours</u>. Mike owns a <u>bike</u>. It is <u>his</u>. The <u>rat's cage</u> is big. <u>Its</u> cage is big.</p> <p><b>Plural Possessive Pronouns</b></p> <p><u>my family's</u> pet <u>bird</u> = <u>ours</u> the <u>poster you and Tim</u> made = <u>yours</u> the <u>club that Ana, Jose, and Liam</u> belong to = <u>theirs</u></p>
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### Generate Sentences ✖

Have students apply the grammar skills as they write a dialogue for a short skit about a treasure hunt. Explain: *Write a dialogue between two people on a treasure hunt. One person has all the supplies, including food, water, and warm clothes, while the other person has the map and compass. Both people believe that the treasure they are looking for belongs to them.*

Remind students to include at least three examples of possessive pronouns in their dialogues.

For **Writing Routine 3**, see page BP49.

## Differentiate

### EL English Learners

**ISSUE** In Vietnamese, a possessive pronoun is formed with a word before the pronoun: This pencil is (of) her.

**STRATEGY** Have students practice using possessive pronouns by completing this sentence frame for objects they see around the classroom. Remind them to use only one word for each blank line.  
The \_\_\_\_\_ is \_\_\_\_\_. (noun, possessive pronoun)

## Day 4

### PROGRAM RESOURCES

Grammar and Writing:  
Practice Master PM6.32

### Grammar and Writing ✖

Distribute **Practice Master PM6.32**. Have students use editing and proofreading marks to correct errors with indefinite and possessive pronouns.

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

**Grammar: Grammar and Writing**

**Edit and Proofread**

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of:

- indefinite pronouns
- possessive pronouns

Editing and Proofreading Marks	
^	Add.
↖	Take out.
↔	Move to here.
,	Add comma.
.	Add period.

"Who is your explorer?" my friend Ava asked as we rode the bus home from school. "Years is Henry Hudson."

"Hey!" I said. "My explorer is the same as yours explorer! Both of us has Henry Hudson."

"Cool," Ava said. "Nobody are as lucky as we are! We can write our reports together. Theirs will be really good."

After an hour of work, Ava read my report and I read her's. They're not very good," I said. "Each of us need to do better."

"Well, anything are better than nothing," Ava replied.

For use with TE, p. T409 **PM6.32** Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.32

## Day 5

### PROGRAM RESOURCES

Writing, Revising, and Editing  
Unit Test: Assessment Masters  
A6.36–A6.39

### Review and Assess ✖✖

Have students work in pairs to review what they learned about indefinite and possessive pronouns. Explain:

- Partner 1 says an original sentence in which the indefinite pronoun and the verb do not agree in number. For example, "Each of the students have a suitcase."
- Partner 2 says the sentence with correct subject-verb agreement: "Each of the students has a suitcase."

Have students continue for two rounds, using singular and plural indefinite pronouns. Then have students play using possessive pronouns for two rounds. Partner 1 says two sentences with one incorrect possessive pronoun, and Partner 2 corrects.

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

# Week 4 Daily Writing Skills

## OBJECTIVE

**Thematic Connection: European Explorers**

Use Your Own Words

## COMMON CORE STANDARDS

Draw Evidence from Texts  
Use Knowledge of Conventions

CC.4.W.9  
CC.4.L.3

### Introduce Using Your Own Words Day 1

#### PROGRAM RESOURCES

Quoting Paragraph: eVisual 6.29

Paraphrasing Tips: eVisual 6.30

## Teach the Skill

Display eVisual 6.29 and have a volunteer read the passage.



### Quoting Paragraph

As the days at sea passed, Columbus's crew began to get restless. They had not seen land for a very long time. In fact, according to historian Erika Johanssen in her book *Columbus*, "Columbus's crew strongly considered mutiny," meaning that the crew thought about taking away control of the ship from Columbus.

**Quoting Paragraph: eVisual 6.29**



**INTERACTIVE WHITEBOARD TIP:** Underline the quotation. Circle words used to give proper credit.

Say: *Notice that the writer paraphrased, or used his or her own words, in writing most of the paragraph. When you paraphrase, it shows that you understand the information you found in your source.*

Then point out the word-for-word quotation the writer also used: *This direct quotation is set off by quotation marks. Notice how the writer made sure to credit the source of the quotation.*

Remind students of the hazards of plagiarism: *Plagiarism is using an author's words as if they were your own. If you plagiarize, you are stealing someone's hard work. This can have serious consequences. Always translate information into your own words.*

Display and discuss eVisual 6.30.



### Paraphrasing Tips

1. Read the source carefully.
2. Restate important information in your own words.
3. Make sure not to change the original source's meaning.
4. Enclose an author's exact words in quotation marks.
5. Before or after a quotation, give the source for it.

**Paraphrasing Tips: eVisual 6.30**



**INTERACTIVE WHITEBOARD TIP:** Underline in your own words for emphasis.

### Identify Good Paraphrasing Day 2 Option 1

## Introduce

Direct pairs of students to read the first paragraph of the section "Sam Bellamy and His Crew" on **Anthology** page 400. Provide the following two examples of paraphrasing.

1. Sam Bellamy was an English sailor. He may have come to Cape Cod in search of a new life. When he heard about the treasure aboard sunken Spanish ships, he went looking for it.
2. Originally from England, Sam Bellamy came to Cape Cod as a sailor looking for a new start in life. When he heard stories of Spanish shipwrecks, he decided to find their sunken treasure and get rich.

## Practice

Have partners work together to determine which is the more effective example (number 1) and which is a bad one (number 2). Have each pair then share their ideas with another pair, citing examples to support their opinions.

### Paraphrase and Quote Day 2 Option 2

#### MATERIALS

timer

## Introduce

Remind students that paraphrasing means using your own words to restate what an author has written. Also remind them that they must use quotation marks when using word-for-word quotations.

## Practice

Have partners work together to paraphrase the paragraph below in five minutes. Tell students to include one word-for-word quotation.

from *Encountering a New World* by Joyce Gilbert  
"Growing up a stone's throw from Italy's Ligurian Sea, Christopher Columbus cared deeply about two things—geography and oceans. He was determined to find a new route to the East Indies and thus give traders access to India's spices and other goods. With the support (and funding) of the Spanish monarchs, Columbus set sail for India by heading west. So, did he fail to reach India, or succeed in reaching the Americas?"



**SUGGESTED PACING**

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

**Paraphrase in Writing**

Day 3



Option 1

**Introduce**

Remind students to read carefully what an author writes so that they can use their own words to paraphrase accurately.

**Practice**

Have pairs of students choose another paragraph from “Real Pirates,” on **Anthology** pages 393–407. The paragraph should be at least three sentences long. Tell students they will write to paraphrase the paragraph.

Caution students to be sure they have not changed the meaning of the passage, only the way the information is presented.

Afterward, have students check each other’s work. Ask them to discuss why their paraphrases are well done and accurate, or to point out and explain any problems to be corrected and explain how to correct them.

**Paraphrase and Quote**

Day 3



Option 2

**MATERIALS**

timer

**Introduce**

Give partners six minutes to interview each other about a place they have explored, or would like to explore, and why.

Have each interviewer write down at least one direct quotation from their interviewee. Tell students: *Remember to take good notes during the interview. Make note of the questions you asked and your partner’s responses.*

**Practice**

After the interviews, have each student take five minutes to write a short paragraph paraphrasing what his or her partner said during the interview. Have students include at least one direct, word-for-word quotation from the interview in the paragraph.

**Research and Paraphrase**

Day 4

**MATERIALS**

computer with an Internet connection, one per pair of students

**Practice**

Have students work with a partner to find a Web site about a famous European explorer. Then have students work together to write a short paragraph paraphrasing the information they find on the Web site.

Tell students: *Include at least one word-for-word quotation in your notes, and remember to put it in quotation marks. Also remember to give credit for words and ideas that are not yours. If the Web site does not name an author, credit the quotation to the name of the Web site.*

Have each pair share their paragraph with another pair of students.

**Review and Assess**

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Unit Test: Assessment Masters A6.36–A6.39

**Review the Skill**

Have students work in groups to create a 3–column chart with columns headed “Plagiarism,” “Bad Paraphrasing,” and “Good Paraphrasing.” Tell them to list at least three characteristics of each.

Display these questions as prompts:

- What is plagiarizing?
- What is paraphrasing?
- What makes bad paraphrasing?
- What makes good paraphrasing?
- What are two steps involved in good paraphrasing?

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

## OBJECTIVES

**Thematic Connection: European Explorers**

- ✔ Use Suffixes to Determine Word Meanings
- ✔ Use Details and Examples to Explain Text

## PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 6.27

## MATERIALS

timer



## WARM-UP

Have students review the readings from Week 3, including “Real Pirates” and *Pirate Tales*. Have partners list artifacts that archaeologists have found in shipwrecks. Have them share their lists of artifacts with the class.

## Power Writing

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

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

## Academic Talk

### 1 Discuss the Big Question

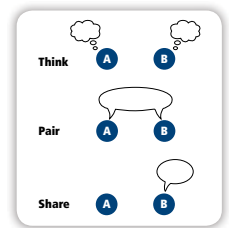
Remind students that when they discuss texts, it is important to be able to retell details that support their ideas.

Demonstrate retelling details in sequence while discussing the Big Question: *Barry Clifford wanted to search for the Whydah to discover if his uncle Bill’s stories were true. First, he researched in libraries. Then he got the boat, the crew, and the gear he needed to search for the shipwreck and its **artifacts**.*

Use a **Think, Pair, Share** to have students discuss the Big Question in relation to the small group and whole group readings for Week 3. Remind students to support their ideas by retelling important details in sequence.

- Have students think about one treasure hunter they have read about and choose one experience that person has had that illustrates why he or she seeks treasure.
- Then have partners discuss their treasure hunters’ experiences by retelling important details in sequence.

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



**Think, Pair, Share**

## Vocabulary Strategy

### 2 Suffixes ✔ Anthology page 410

Ask: *Where do we add a prefix to a word?* (at the beginning, before the base word)  
*Today we will learn about a word part we can add to the end of a word.*

Project **Student eEdition** page 410 and read aloud the introduction. Then have a volunteer read aloud the first row in the chart. Model using the strategy with the word *personal*: *I see the base word person in personal. The suffix -al means “belonging to.” If I add the suffix -al to person, the new word means “belonging to a person.” This is my personal opinion.* Have volunteers read aloud each row of the chart and repeat the strategy with the other examples, and the words *archaeological, colonial, colonialist, examiner, examination, and router*.

See **Differentiate**

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Apply Word Analysis Skills	CC.4.Rfou.3
Use Morphology to Read Multisyllabic Words	CC.4.Rfou.3.a
Read with Fluency to Support Comprehension	CC.4.Rfou.4

### Writing

Draw Evidence from Texts	CC.4.W.9
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### Speaking and Listening

Explain Ideas and Understanding	CC.4.SL.1.d
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### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b
Understand Word Relationships	CC.4.L.5



## Suffixes

A suffix is a word part that comes at the end of a word. It changes the meaning of the word.

The suffix **-er** often means “a person who does something.”

trade + -er = trader

A **trader** is a person who trades.

Suffix	Origin	Meaning	Example
-al	Latin	belonging to	personal
-ation	Latin	act or process	preservation
-ist	Greek	a person who studies	archaeologist
-ly	Middle English	in a certain way	quickly

### Try It Together

Read the sentences. Use the chart above to answer the questions.

The geologist broke up the rocks and held a stone. At first, he thought it was just a plain rock. On closer examination, he saw a diamond.

- |  |  |
|--|--|
| <p><b>1. What is the work of a geologist?</b></p> <p><b>A</b> to crush stones</p> <p><b>B</b> to find diamonds</p> <p><b>C</b> to study rocks</p> <p><b>D</b> to help archaeologists</p> | <p><b>2. What does examination mean?</b></p> <p><b>A</b> the act of looking</p> <p><b>B</b> the act of finding</p> <p><b>C</b> to look closely</p> <p><b>D</b> a person who finds things</p> |
|--|--|

410

STUDENT  
TECHNOLOGY



Student  
eEdition



Resources

NGReach.com

Anthology page 410

### 3 Try It Together Anthology page 410

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

## Check & Reteach

**OBJECTIVE:** Use Suffixes to Determine Word Meanings ✓

As students complete **Try It Together**, determine whether they are able to use the meanings of suffixes to determine word meanings.

If students cannot identify the correct meanings of words with suffixes, guide students:

- Read aloud question 1 of **Try It Together**.
- Ask: *What suffix do you see at the end of geologist? (-ist) What does -ist mean?* (“a person who studies”)
- Read aloud the passage, and ask: *What is the geologist in this passage studying?* (rocks) *Which answer tells you the work of a geologist?* (answer C, to study rocks)
- Use the same process for question 2.

## Weekly Writing

Gather students’ writing throughout the week:

- ✓ Daily Writing Skills (T409m–T409n)
- ✓ Power Writing (T409o, T410c, T415a, T417a, T417e)
- ✓ Writing (T410b, T414–415, T417, T417d, T417g)
- ✓ Writing Project (T418–T421)

## Differentiate

### EL English Learners

**ISSUE** Students lack English proficiency necessary to apply the concept of suffixes.

**STRATEGY** Tell Spanish speakers that the suffix *-ation* is used like the Spanish suffix *-ación* to form nouns. The suffix *-ly* is used like the Spanish *-mente* to form adverbs. Have students list Spanish nouns and adverbs that include *-ación* and *-mente*. Then supply the English cognates.

### AL Above Level

**ISSUE** Students are able to do more complex word work.

**STRATEGY** Challenge students to form related words from the text using these suffixes, such as *colonial* and *conservation*, and write definitions for the words.

## Fluency

**Model Intonation** As you read the **Read Aloud**, model how to change the pitch of your voice to create a conversational tone. Explain: *When you read an article aloud, try to pretend you are talking to a friend. Let your voice go up and down naturally.*

## Best Practices

**Encourage Respect** Encourage students to validate each other's points of view as they discuss important details in the passage. Provide examples:

- *Good point.*
- *That makes sense.*
- *I hadn't thought of that.*

## Comprehension

## 4 Explain Information ✓

Review with students how to identify important details in a text. Elaborate: *Some details in a text are more important than others. Identifying the main idea of a text can help you focus on the most important details.*

Explain that a detail is important when it helps to clarify information in the text. Elaborate: *An important detail supports and further explains the main idea.*

Display **eVisual 6.27** and read aloud the title and first two paragraphs. Reread and pause to point out how a detail helps you to understand a big idea of the passage: *Knowing the Victory is a British war vessel but was found by an American company helps me understand what the battle mentioned in the first paragraph might be about. Both countries might claim ownership of the **artifacts**.* Then have students choose other details that help them understand the topic and main idea of the text.



## Read Aloud

News Article

## Who Owns the Treasure?

In 1744, the British war vessel *HMS Victory* disappeared during a storm in the English Channel. On board were more than 900 sailors, as well as some rich young gentlemen who had signed on for an adventure at sea. The *Victory* was never seen again—until the shipwreck was discovered at the bottom of the sea in 2009. The discovery marked the end of a 265-year-old mystery—and the beginning of a battle over precious **artifacts**.

The *Victory* was found by a United States company whose employees had spent years researching the *Victory* in libraries and then defining a search area. The treasure hunters used sonar and underwater robots to locate the ship.

Some **archaeologists** say that the *Victory* belongs to the British people and that its **artifacts** should not be sold for profit. Instead, they believe the **artifacts** should be carefully preserved in museums. So far, only two cannons have been removed from the ship. Experts **examined** the cannons in order to prove the identity of the ship. Still hidden in the wreckage, researchers believe, is the real treasure—millions of dollars in gold **currency**.

The treasure hunters say that only private companies can afford the years of research and the special equipment needed to discover shipwrecks. They should be allowed to profit from their discoveries in order to support future explorations. They say that they have hired their own **archaeologists** to carefully **preserve** the site of the shipwreck. What do you think?

Who owns the treasure?

 [NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 6.27



**INTERACTIVE WHITEBOARD TIP:** Underline the main idea of the passage: paragraph 1, last sentence.

Read the remaining text aloud. Then have partners take turns choosing details from the remaining paragraphs and explaining why they are important.

See **Differentiate**

## Check & Reteach

**OBJECTIVE:** Use Details and Examples to Explain Text ✓

As partners discuss the article, determine whether they can identify details or examples that help them to understand the text.

If students do not understand how to identify important details, guide them through the third and fourth paragraphs. After each sentence, have students identify the detail presented. Then ask: *Can you understand the debate over the Victory without this detail?* If not, the detail is important. If so, the detail is not important.



## Daily Language Arts

**Daily Spelling and Word Work** ✓

Pretest page T409i

**Daily Grammar** ✓

Point out the indefinite pronouns *none* and *anyone* on **Anthology** pages 368–369. Then use page T409k to teach subject-verb agreement with indefinite pronouns.

**Daily Writing Skills** ✓

Paraphrase the first sentence of the second paragraph of the **Read Aloud: *The Victory was found after an American company studied it for years.*** Then use page T409m to practice paraphrasing.

# Writing

## 5 Write About Details

Model using details to explain text.

### Think Aloud

*I do not understand part of a sentence in the news article.*

*I look for a detail in the text that explains the sentence.*

### Write

The news article said that the *Victory* was never seen again. I did not understand what happened to it.

But then it said that the shipwreck was found on the bottom of the sea. I now know that the *Victory* sank during the storm.

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

Have partners write sentences using important details to help explain parts of the article. Have students add their writing to their Weekly Writing folders.

## WRAP-UP

Have students individually decide who they believe owns the treasure—the British people or the U.S. company. Then have students write news reports about the discovery of the *HMS Victory* from the perspective of the side they chose. Have volunteers representing the different sides share their reports with the class.

## Differentiate

### BL Below Level

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

**STRATEGY** Using the sentence frames provided below, have students choose an owner for the treasure and use details from the news article to support their decision. Then have them give details from the article for why others might claim the treasure as their own.

- I believe \_\_\_\_\_ owns the treasure because \_\_\_\_\_.
- \_\_\_\_\_ also claim the treasure because they believe \_\_\_\_\_.

Explain that the answers they gave are the most important details because they support the main idea.

### AL Above Level

**ISSUE** Students focus on identifying every detail rather than assessing which details are important.

**STRATEGY** Challenge partners to compete by giving shorter and shorter summaries of the main idea and important details. After ten minutes, have students present their summaries to the class. The shortest complete summary wins.

## OBJECTIVES

### Thematic Connection: European Explorers

- ✔ Use Suffixes to Determine Word Meanings
- ✔ Determine Importance to Identify Main Ideas and Details
- ✔ Use Details and Examples to Explain Text

## MATERIALS

timer

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- Refer to Details and Examples When Explaining Text CC.4.Rinf.1
- Read and Comprehend Informational Texts CC.4.Rinf.10
- Apply Word Analysis Skills Use Morphology to Read Multisyllabic Words CC.4.Rfou.3
- Use Morphology to Read Multisyllabic Words CC.4.Rfou.3.a
- Read with Fluency to Support Comprehension CC.4.Rfou.4
- Read with Purpose and Understanding CC.4.Rfou.4.a

### Writing

- Draw Evidence from Texts CC.4.W.9
- Language and Vocabulary**
- Determine Meanings of Words and Phrases CC.4.L.4
- Use Greek and Latin Roots and Affixes as Clues to Meaning CC.4.L.4.b
- Understand Word Relationships CC.4.L.5

## WARM-UP

Divide the class into five groups. Assign each group a suffix (-er, -al, -ation, -ist, -ly). Allow groups two minutes to come up with words that end in their assigned suffix. The group with the most correct words wins.

## Vocabulary Strategy

### 1 More Suffixes

Copy and display the chart below and model how to determine the meaning of *dependable*: *The suffix -able means "able to be," so dependable means "able to be depended upon."* Have volunteers tell how to determine the meanings of *purify*, *equality*, and *realism*.

Suffix	Meaning	Example
-able	"able to be" (forms adjectives)	dependable
-ify	"to make" (forms verbs)	purify
-ity	"quality or state of being" (forms nouns)	equality
-ism	"the state or action of" (forms nouns)	realism

Display the words *believable*, *falsify*, *purity*, and *criticism*. Have partners identify the suffix and determine the meaning of each word.

## Check & Reteach

**OBJECTIVE:** Use Suffixes to Determine Word Meanings ✔

Listen as partners identify the suffix and determine the meaning of each word.

If students have difficulty, model the following strategy: *What base word do you see in equality? (equal) What suffix do you see in equality? (-ity) What does -ity mean in the chart? ("quality or state of being") Equality is the quality or state of being \_\_\_\_\_. (equal)*

## Academic Talk

### 2 Preview and Predict

Remind students: *When you plan, you look at the title, illustrations, photos, and captions to predict what a text will be about.* Project **Student eEdition** pages 411–415. Have students silently read the title of the Web article and preview the illustrations, photos, and captions. Have them look for additional information in the toolbar, sidebar, and headings. Then have partners discuss their predictions.

**Connect Across Texts** Read this Web article to find out about another shipwreck.

**Genre** A **Web article** is informational text that is posted on the Internet. It may contain **links** that, when clicked, lead to other Web pages or sites.

STUDENT TECHNOLOGY Student eEdition NGReach.com

**La Belle Shipwreck**

ADAPTED FROM THE TEXAS BEYOND HISTORY WEB SITE

On a winter day in 1687, the French ship *Belle* ran aground off the coast of what is now Texas. The ship was part of an expedition led by French explorer René-Robert Cavelier, Sieur de La Salle.

La Salle had come to establish a French colony. The colony would have been a base for invading Mexico, which was controlled by Spain. France and Spain were then at war.

René-Robert Cavelier, Sieur de La Salle (1643–1687)

**Before You Move On**

- Predict** What do you think the main idea or topic of this selection will be?
- Use Text Features** Which link in the Web article would you click to learn about gold and silver found aboard the *Belle*?

**In Other Words**

**ran aground** got stuck in land  
**expedition** exploration journey  
**establish** start  
**base for invading** place to prepare for war against

411

Anthology page 411

## Reading

### 3 Read a Web Article

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 411. Ask students to recall how the *Whydah*, the ship in “Real Pirates,” was lost at sea, and how the shipwreck was discovered. Then have a volunteer read aloud **Connect Across Texts**.

**GENRE** Read aloud the explanation of a Web article. Have students look at the Web page excerpt and ask: *Can you find the links that take you to other, related pages?* Help students locate the toolbar that includes the Search button, as well as the side column tabs *Main*, *Explore the Shipwreck*, and *Treasures of the Belle*.

**SOCIAL STUDIES BACKGROUND** Explain that France and Spain were among the first European countries to establish colonies in North America. In the 1600s, French and Spanish explorers competed to find trade routes through the continent and to claim land for their countries.

### Read and Build Comprehension


- Determine Importance** *Why is the information in the first paragraph important?* (The first paragraph establishes the topic of the article. It tells when and where the shipwreck occurred, and tells that the French explorer La Salle was in charge.)
- Use Details to Explain Text** *Why did La Salle want to establish a colony in Texas?* (He wanted to set up a base so that the French could attack the Spanish forces that controlled Mexico.)

## Fluency

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

### Answers Before You Move On

- Predict** Possible response: The title suggests that the topic is a shipwreck. One picture shows an old ship. The other shows a man who lived in the 1600s. I predict that the topic is a shipwreck that occurred in the 1600s.
- Use Text Features** You would click on the link *Treasures of the Belle* to learn about gold and silver found on the ship.



**La Belle Shipwreck**  
PAGE [2] OF 3


### The First Expedition

This was not La Salle's first journey to the New World. In 1669 he set out to explore the Great Lakes region of North America. By 1682 he reached Illinois, establishing trading posts along the way.

La Salle's first expedition was a great success. He had claimed about one-third of the land in today's continental United States. He did so in the name of Louis XIV, King of France.

Now La Salle hoped to **conquer** even more **territory**, including the Spanish silver mines in northern Mexico.

**In Other Words**  
**conquer** take control of  
**territory** land



**1 Headed for Disaster**

La Salle set sail from the French port of La Rochelle. The *Belle* was one of four ships in the expedition.

When the expedition reached the Caribbean Sea, it had its first piece of bad luck. Pirates seized one of the ships.

In January 1685, the remaining three ships reached a bay on the Texas coast by mistake. Then La Salle had more bad luck: One of the ships sank. Then another had to return to France. Only the *Belle* was left.

**Before You Move On**

- 1. Details** What was the purpose of La Salle's new expedition?
- 2. Make Inferences** Look at the journal entry and the caption. How might this journal help **archaeologists** learn more about the *Belle*?

412

**Anthology**  
pages 412–413

413

## Answers Before You Move On

- 1. Details** La Salle hoped to conquer more territory for France, including the Spanish silver mines in northern Mexico.
- 2. Make Inferences** The journal might tell **archaeologists** details about life aboard the ship and first-person information that they could not get anywhere else.

## Read and Build Comprehension

- 1 Identify Features of Media Texts** ✓ *If you were a teacher, where would you click to find information designed for your use?* (heading labeled *Teachers*)
- 2 Use Details and Examples to Explain Text** ✓ *On page 414, what details in paragraph 1 explain why the wind could push the ship across the bay?* (It was not well anchored. The crew was sick and tired.)
- 3 Determine Importance** ✓ *What is the main idea on page 415?* (**Archaeologists** in Texas discovered the *Belle* in 1995 and recovered important **artifacts** from the wreckage.)

## Check & Reteach

**OBJECTIVE:** Determine Importance to Identify Main Idea and Details ✓

Listen to students' responses to the questions about determining importance. If students do not understand how to determine importance, review the steps. Ask: *What is the heading on page 415?* (*The Discovery*) *What do the pictures show?* (**archaeologists** uncovering the shipwreck, **artifacts** from the *Belle*) *What is the main idea of the text?* (the discovery of the *Belle* and the recovery of its **artifacts**)

**OBJECTIVE:** Use Details and Examples to Explain Text ✓

Monitor students' responses to questions about using details to explain the text. If students have difficulty, explain: *Details clarify information so we can better understand what is happening. Which detail helps us understand why the sailors could not prevent the wreck—that the ship was not well anchored or that the crew was sick?* (The crew was sick.)

### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice page T409i

#### Daily Grammar ✓

On **Anthology** page 415, point out the indefinite pronoun *most* in paragraph 2. Use page T409k to teach indefinite pronouns that take a plural verb.

#### Daily Writing Skills ✓

Remind students that they must paraphrase ideas in a text to avoid plagiarism. Then use page T409m to practice paraphrasing.



La Belle Shipwreck  
http://ngreach.com

About • Special Exhibits • Prehistoric • Kids • Teachers • Resources Search

Main  
Explore the Shipwreck  
Treasures of the Belle

## La Belle Shipwreck


PAGE [3] OF 3 << PREVIOUS

### The Wreck

La Salle left the *Belle* to explore on foot, leaving his sailors in charge of the ship. The *Belle* was not **anchored well**. The sailors were tired and sick.

One day a fierce wind began to push the *Belle* across the bay. The crew could not manage the sails.

The heavy anchor dragged along the bottom of the bay until the ship hit a sandy reef. The reef wrecked the *Belle*, which gradually sank into the mud. The *Belle* remained buried for 310 years, untouched but not forgotten.



The *Belle*'s crew tried to save supplies from the wrecked ship. ▶

In Other Words  
**anchored well** held safely in place


414

### The Discovery


**Archaeologists** from the Texas Historical Commission finally found the *Belle* in 1995. They discovered one of the *Belle* cannons, which **confirmed** the identity of the wreck.

Most of the ship's contents were found in good condition. Wooden boxes were **jammed** with goods to **trade**, tools, rope, dishes—everything needed to establish a colony in the New World.

**3** The story of the *Belle* did not end there. The French government claimed that the shipwreck and all its contents belonged to France. In 2003 the French and the American governments signed **a treaty**. France now owns the *Belle*, but the Texas Historical Commission takes care of the ship. ❖



▲ Texas archaeologists slowly uncovered the *Belle*.



▲ Archaeologists have found more than one million **artifacts** from the *Belle*.

<< PREVIOUS

In Other Words  
**confirmed** proved  
**jammed** filled  
**a treaty** an agreement

▶ **Before You Move On**

- 1. Cause/Effect** Why did the *Belle* sink?
- 2. Clarify** How did **archaeologists** know they had found the *Belle*?

415

Anthology  
pages 414–415

## Writing

### 4 Write a Response

Explain that a weblog, or blog, is a place online where a person posts his or her opinions. Model writing a blog about using details to better understand the text.

#### Think Aloud

*First, I will write the date and the title of what I read.*

*Now I will tell what confused me..*

#### Write

*(today's date)*

I just read a Web article about the *Belle*.

I didn't understand how it ran aground.

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

Have students write blogs to share how they used details to clarify what they did not understand. Have students add their blogs to their Weekly Writing folders.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Students lack proficiency to paraphrase the details.

**STRATEGY** Provide sentence frames: The *Belle* was commanded by \_\_\_\_\_. It sank in the year \_\_\_\_\_. It sank because \_\_\_\_\_. The wreck was discovered by \_\_\_\_\_ in the state of \_\_\_\_\_. They recovered many important \_\_\_\_\_ from the wreck.

### AL Above Level

**ISSUE** Students are capable of doing a more challenging assignment.

**STRATEGY** Have students write posts for an actual classroom blog. Remind them to include information they did not understand and the important details that helped explain the text, as well as give their opinions.

### Answers Before You Move On

- 1. Cause and Effect** The ship hit a reef, which damaged the boat so badly that it eventually sank.
- 2. Clarify** **Archaeologists** found a cannon that confirmed that the ship was the *Belle*.

## WRAP-UP

Have students list as many suffixes as they can in "La Belle Shipwreck" in four minutes.

### OBJECTIVES

**Thematic Connection: European Explorers**

Compare Media Text Features

Grammar: Use Possessive Pronouns

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

**Comparison Chart: Practice Master PM6.27**

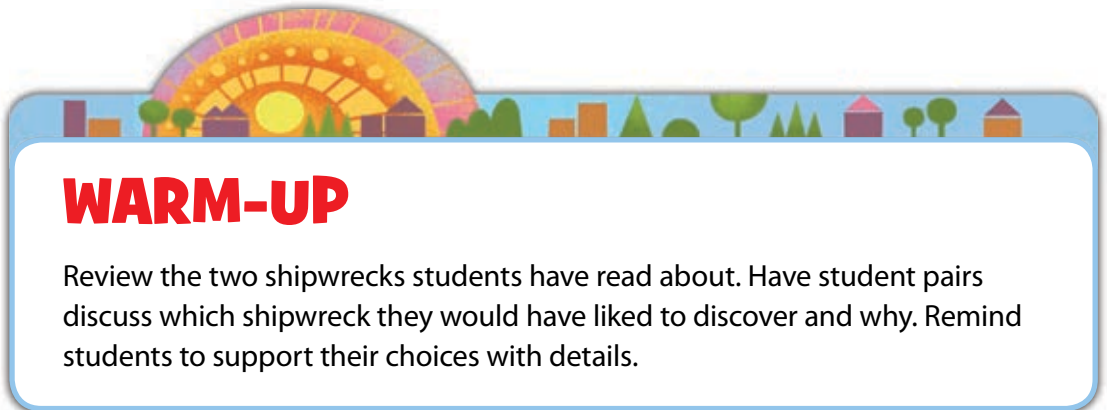
**Grammar: Practice: Practice Master PM6.28**

#### TECHNOLOGY ONLY

**Grammar Passage: eVisual 6.33**

### MATERIALS

timer • computers with Internet access



## WARM-UP

Review the two shipwrecks students have read about. Have student pairs discuss which shipwreck they would have liked to discover and why. Remind students to support their choices with details.

## Power Writing

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

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

## Vocabulary Review

### 1 Review Social Studies and Academic Vocabulary

Project **Student eEdition** page 416 and point out the Key Words. Chorally read the words. Pause after each word and have a volunteer give the definition. Have small groups play “Stump the Expert.” Designate one student in each group to be the “Expert.” Another student in the group challenges the expert by presenting the definition of a Key Word. The expert has ten seconds to name the word. Then another student becomes the expert.

## Review and Integrate Ideas

### 2 Compare Media Texts Anthology page 416

Read aloud the introduction on **Student eEdition** page 416. Explain: *A blog is an online journal or diary. It is usually written by one person and can be updated regularly. Blogs can focus on a particular subject, such as shipwrecks. Like Web articles, blogs usually feature visuals such as photographs that help readers understand the information.* Explain how to complete the chart.

As students reread “La Belle Shipwreck” aloud, have them record the features in the Web article column on **Practice Master PM6.27**. Then help students locate an appropriate blog about shipwrecks or exploration. Ask questions to help students locate its text features as they record their entries in the *Blog* column of **Practice Master PM6.27**: *Where do you find the date for this entry? How can you tell that information is updated?*

### 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 Language and Conventions CC.4.L.3

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

## Check & Reteach

### OBJECTIVE: Compare Media Text Features

As partners discuss the Web article and the blog, determine if they can accurately identify the text features of two different kinds of media texts.

If students have trouble analyzing the media texts, ask questions to guide them:

- *Which kind of media text is like a diary?* (blog) *In a diary, do people write mostly facts or mostly opinions?* (opinions)
- *Which kind of media text might you use to research an event from the past?* (Web article) *If you read “La Belle Shipwreck” tomorrow, will the facts about the shipwreck have changed?* (No.)



Key Words	
archaeologist	galleon
artifact	merchant
colony	preserve
currency	route
examine	trade

## Compare Media Texts

"La Belle Shipwreck" is an example of a Web article. A blog is another form of writing on the Internet. Find an example of a blog. Compare it with "La Belle Shipwreck." Complete a comparison chart.

### Comparison Chart

Feature	Web article	Blog
Title	"La Belle Shipwreck"	
Name of author	Texas Beyond History	
Date when written?	no	
Is the text in sections?		
Are there pictures?		
Does the information change often?		
Are there mostly facts or mostly opinions?		
Are there links to other articles and websites or definitions?		

### Talk Together

Why do **archaeologists** and explorers seek treasure? Think about the two articles. Use **Key Words** to talk about your ideas.

416

### STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Anthology page 416

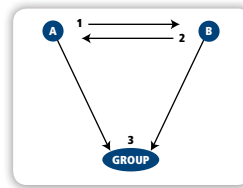
## Academic Talk

### 3 Talk Together Anthology page 416

Review what the texts "Real Pirates" and "La Belle Shipwreck" are about. Have students use a **Three-Step Interview** to ask questions and share ideas about why the researchers in "Real Pirates" and the archaeologists in "La Belle Shipwreck" searched for treasure. Remind them to use Key Words.

- Have students work in pairs. Student 1 asks Student 2 questions about why the people in the texts searched for treasure. Have Student 2 explain his or her ideas.
- Have partners reverse roles.
- Have Student 1 share with the class information from Student 2. Have Student 2 share information from Student 1.

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



Three-Step Interview

## Fluency

**Practice Intonation** As partners reread the Web article aloud, circulate and listen for correct intonation.

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

### Comparison Chart

### Compare Media Texts

Use the comparison chart to compare "La Belle Shipwreck" to a blog.

Feature	Web Article	Blog
Title	"La Belle Shipwreck"	Responses will vary.
Name of author	Texas Beyond History	
Date when written	no	
Is the text in sections?	yes	
Are there pictures?	yes	
Does the information change often?	does not say	
Are there mostly facts or mostly opinions?	mostly facts	
Are there links to other articles and Web sites or definitions?	Possible response: no links to other articles links within Web site	

Take turns with a partner. Ask each other questions about the features of Web articles and blogs.

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PM6.27

Unit 6 | Treasure Hunters

NGReach.com Practice Master PM6.27

## Differentiate

### EL English Learner

**ISSUE** Speakers of Vietnamese may show possession in sentences like this: *The treasure belong to he.*

**STRATEGY** Read the following sentence pairs aloud. Pause after the second sentence to have students chorally supply a possessive pronoun.

*These sailors are my friends. These friends are \_\_\_\_\_. (mine)*

*Our artifacts are special. The artifacts are \_\_\_\_\_. (ours)*

### BL Below Level

**ISSUE** Students mistakenly use apostrophes with possessive pronouns.

**STRATEGY** Give students a rule: *Possessive pronouns never use an apostrophe.* Then have them copy these sentences for reference:

- Our house is ours.
- Your house is yours.
- Her house is hers.
- Their house is theirs.

## Grammar Focus

### 4 Possessive Pronouns Anthology page 417

Project **Student eEdition** page 417. Have volunteers read aloud the introduction. Review the chart with students. Then display **eVisual 6.33**. Read aloud the passage, pausing to identify the first possessive pronoun: *The possessive pronoun His in the second sentence refers to Sam Bellamy in the first sentence.* Have students identify the remaining possessive pronouns and explain the rule for using each.



### Grammar Passage

Sam Bellamy was a greedy pirate who terrorized the seas. His was one of the most feared names in the Caribbean. In 1717, Bellamy captured the slave ship *Whydah*, which was loaded with treasure. “The treasure is mine now!” he probably boasted. The other pirates rejoiced as well. The treasure was indeed theirs, but not for long. During a storm off Cape Cod, the ship sank and most of its crew drowned in the bitterly cold waters. The treasure disappeared into the watery grave of the Atlantic Ocean. In 1984, however, the shipwreck was discovered, and now the treasure is ours. You can see it in public exhibits and read about it in books. I think all artifacts should belong to the public. That’s my opinion, but what’s yours?

 [NGReach.com](http://NGReach.com) Grammar Passage: eVisual 6.33



**INTERACTIVE WHITEBOARD TIP:** Circle the possessive pronouns: *his, mine, theirs, ours, yours.*

### 5 Read Pronouns Anthology page 417


Read aloud the directions and the passage about the *Whydah*. After students identify the possessive pronouns, display this sentence: The treasure belongs to her. Ask: *How could we rewrite this sentence by using a possessive pronoun?* (The treasure is hers.) Then ask: *If I wanted you to have treasure, how could I say that, using a possessive pronoun?* (The treasure is yours.)

See **Differentiate**

### 6 Write Pronouns Anthology page 417

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM6.28**.

## Check & Reteach

**OBJECTIVE:** Grammar: Use Possessive Pronouns 

As students write their journal entries, check that they have used possessive pronouns correctly.

If students have trouble, point out that a possessive pronoun usually occurs at the end of a sentence as the last word. It never appears before a noun. Have students use this information to revise their entries as needed.

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

**Grammar: Practice**

### The Treasure Is Yours

**Grammar Rules Possessive Pronouns**


Use **possessive pronouns** to show that someone owns something.

Possessive Pronouns	mine	yours	his	hers	ours	theirs
---------------------	------	-------	-----	------	------	--------

A possessive pronoun does not come before a noun.  
A possessive pronoun stands alone.

Answer each question with a possessive pronoun.

- Are these their ships? No, the ships are not theirs.
- Is this La Salle’s ship? Yes, this ship is his.
- Is this our shipwreck? Yes, this shipwreck is ours.
- Is this the woman’s shoe? Yes, this shoe is hers.
- Are these your tools? No, those tools are hers, theirs.
- Is that your treasure? Yes, this treasure is mine.

 Ask a partner questions about classroom objects. Use language frames: Whose \_\_\_\_\_ is this? Whose \_\_\_\_\_ are these? Have your partner use possessive pronouns to answer the questions. Then switch roles.

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For use with TE p. T416a

**PM6.28** Unit 6 | Treasure Hunters

 [NGReach.com](http://NGReach.com) Practice Master PM6.28



## Possessive Pronouns

**Possessive pronouns** tell who or what owns something. Be sure to use the correct pronoun.

### Grammar Rules Possessive Pronouns

• For yourself, use <b>mine</b> .	The treasures are <b>mine</b> .
• For yourself and one or more persons, use <b>ours</b> .	That ship is <b>ours</b> .
• When you speak to one or more persons, use <b>yours</b> .	These objects are <b>yours</b> .
• For one other person or thing, use <b>his</b> , <b>hers</b> , or <b>its</b> .	Are those coins <b>his</b> ? No, I think they are <b>hers</b> .
• For two or more persons or things, use <b>theirs</b> .	The ship with the tall sails is <b>theirs</b> .

### Read Pronouns

Read the sentences. Find three possessive pronouns.

The *Whydah* was theirs. After Prince surrendered, the ship was no longer his. "The loss is mine," he said.

### Write Pronouns

Imagine that you are exploring a shipwreck. Write a journal entry about what you and the other workers find one day. Use at least two possessive pronouns.

417

Anthology page 417

## Daily Language Arts

### Daily Spelling and Word Work

Practice page T409j

### Daily Grammar

Point to the possessive pronouns in the last sentence in the **Grammar Passage**. Then use page T409l for more practice with possessive pronouns.

### Daily Writing Skills

Write: According to Barry Clifford, "Preserving *Whydah*'s history is more important than selling her treasures." Point out that this is a quote from the text. Then use page T409n to practice paraphrasing and quoting from texts.

## Best Practices

**Encourage Elaboration** As students write, use general prompts:

- *What do you mean by that?*
- *Can you give some details to explain what you mean?*

## Writing

### 7 Write to Reinforce Grammar

Have partners interview each other about their most treasured possessions and why they value the objects. Then have them write a paragraph about their treasured possessions, and a paragraph about their partner's. Model using possessive pronouns: *What is your most treasured possession? Mine is a ring given to me by my grandmother. Is yours something given to you by a family member?*

After students write their paragraphs, have them underline the possessive pronouns they used. Have them use the grammar rules on **Anthology** page 417 to check that they used the correct pronouns and that they spelled them correctly. Then have students add their paragraphs to their Weekly Writing folders.

**WRAP-UP** Tell students to imagine that they are creating a documentary film about one of the ships they've read about in this unit. Have student pairs discuss which facts, images, and people they would include in their documentaries.

## OBJECTIVES

### Thematic Connection: European Explorers

Explain Text Features

Use Suffixes to Determine Word Meanings

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM6.29–PM6.31

### TECHNOLOGY ONLY

Mark-Up Model 6.2 or Model 6.2 PDF

Vocabulary Strategy Practice: eVisual 6.34

## MATERIALS

pencils • yellow, green, and pink highlighters

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

Mark-Up Reading

http://www.ngreach.com

## The Mary Rose

Ship's History About the Exhibit Links Contact Us

Ship's History

- Henry's Favorite Ship
- Rediscovering the Ship
- A Museum for the Mary Rose

**Henry's Favorite Ship**

On July 19, 1545, King Henry VIII of England watched with admiration as the *Mary Rose* sailed away. Historians believe that the *Mary Rose* was the king's favorite ship because he had named it after his sister, Mary, and his family's symbol, the rose. Even though the ship had a pretty name, its job was not so pretty. The *Mary Rose* was a massive wooden battleship. Henry was at war with the French.

The *Mary Rose* had a number of large guns that could damage opposing ships. The guns were below deck, and the crew would fire them through windows, called gun ports. When the crew was not using the guns, they kept the gun ports shut to keep the seawater out. But on this day, because the *Mary Rose* was headed into battle, the gun ports were wide open.

The wind was blowing hard. As the crew of the *Mary Rose* tried to make a complicated turn, the ship started to lean too far to one side. Since the gun ports on that side of the ship were open, water flooded rapidly into the hold. Henry watched with horror as his favorite ship and its crew quickly sank to the bottom of the sea.

▲ The *Mary Rose* carried heavy cannons.

NGReach.com Practice Master PM6.29–PM6.31

## WARM-UP

Ask: *What is your favorite Web site? What do you use it for?* Invite volunteers to share their answers.

## Comprehension

### 1 Explain Features

Explain that students will learn how to use the text features of an online article to help them understand it.

### SCREEN 1

- 1 Display and read aloud just the title, section heading, and the paragraph of the text at the center of the screen on **Mark-Up Model 6.2**. Have students follow along using **Practice Master PM6.29**. Explain: *I only read part of an article; I did not read all the other print you see on the Web page.* Point to the top and side menus and clarify: *These other online text features allow the reader to navigate to the other parts of the online article.*
- 2 Point out the top menu. Ask: *What do the links in a Web site's menu do?* (take you to other sections of the site) Explain: *This menu is similar to a table of contents in a book. At a glance, you can see the different sections of the whole Web site. When would you use this menu?* (if you want to find out about the exhibit, to link to other Web sites about the *Mary Rose*, or to contact the owner of the site) Have volunteers use yellow to highlight the menu text. Click the Menu button to confirm and have students copy the marks onto **Practice Master PM6.29**.
- 3 Point out the submenu and explain: *The submenu is like an outline for one chapter of a book. It lists the contents of one section of the site.* Have volunteers use green to highlight the text in the submenu. *When would you use this menu?* (when you want to go directly to one part of the article) Click the Submenu button to confirm. Have students copy the marks onto **Practice Master PM6.29**.
- 4 Click the arrow to go to the next screen.

### SCREEN 2

- 5 Point to the blue underlined text within the article. Ask: *What are these underlined blue words?* (links to other pages with more information about the underlined topic) *When would you use a link like this?* (if you want to find out more information about the specific topic) *Do you have to follow every link to read the article?* (No.) Have volunteers use pink to highlight all the links. Click the Links button to confirm. Have students mark up **Practice Master PM6.29**.

## COMMON CORE STANDARDS

### Reading

Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Apply Word Analysis Skills	CC.4.Rfou.3
Use Morphology 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 Tasks	CC.4.W.10
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### Language and Vocabulary

Determine Meanings of Words and Phrases	CC.4.L.4
Use Greek and Latin Roots and Affixes as Clues to Meaning	CC.4.L.4.b



## INTERACTIVE WHITEBOARD Lesson

Don't have an interactive whiteboard? Print or display the PDF file of *Mark-Up Model 6.2*.

**SCREEN 1**

**SCREEN 2**

NGReach.com Mark-Up Model 6.2

- 6** Point to the navigation arrows. Ask: *What are navigation arrows for?* (to move forward and backward through the pages in the article) Have volunteers circle the navigation arrows and click Navigation Arrows to confirm. Remind students to mark up **Practice Master PM6.29**.

Have students mark up the online text features following the modeled mark-up pattern. Then have students explain how they will use each online text feature to help them understand the article and learn more about the topic.

### Check & Reteach

#### OBJECTIVE: Explain Text Features

Review students' marked-up **Practice Masters PM6.29–PM6.31** to check if they can explain how they would use an online text feature to better understand the Web article. If students have difficulty with this explanation, explain each feature. For example, point to the submenu and explain: *The submenu outlines what is covered in each section of the article. You can use this text feature to go directly to the section you are most interested in reading.*

### Fluency ✓

**Model and Practice Intonation** Explain: *When you read, let the pitch of your voice rise and fall to match the punctuation in the text. For example, let your voice rise and then fall at the end of a question.* Model the first few sentences of the second paragraph on **Practice Master PM6.30** with correct intonation. Ask students to mark **Practice Master PM6.29** to show where your pitch rose and fell. Then have partners take turns reading the paragraph aloud.



## Daily Language Arts

### Daily Spelling and Word Work ✓

Practice page T409j

### Daily Grammar ✓

Have students find the possessive pronouns *his* and *its* in the first paragraph on **Practice Master PM6.29**. Then use page T409l to review indefinite and possessive pronouns.

### Daily Writing Skills ✓

Use page T409n to review how to use your own words when writing.

## Power Writing

Have students write as much as they can as well as they can in one minute about their favorite Web site.

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

## Vocabulary Practice

### 2 More Suffixes ✓

Remind students they have learned that a suffix added to the end of a word can add to or change the meaning of the word. Display **eVisual 6.34**.



### Vocabulary Strategy Practice

- King Henry VIII watched with admiration as the ship sailed from port.  
Meaning: act of thinking highly of (the ship)
- Water flooded rapidly into the hold.  
Meaning: in a quick way
- The situation was hopeless!  
Meaning: without hope
- The ship and some of the items are on display for the enjoyment of visitors.  
Meaning: act of finding pleasure

Suffix Meanings Table

Suffix	Meaning
-ation	act, process
-ly	in a certain way
-less	without
-ment	act, process

Base Word Meanings Table

Base Word	Meaning
admire	to think highly of something
rapid	quick, fast
hope	to believe something good will happen
enjoy	to find pleasure in something

NGReach.com

Vocabulary Strategy: eVisual 6.34



**INTERACTIVE WHITEBOARD TIP:** Have students circle the suffix of each underlined word.

Read aloud: *"The exhibition includes musical instruments that belonged to the crew."* Model how to determine the meaning of *exhibition*: *I know that the suffix -tion means "act" or "process." The base word exhibit means "to display or show something." Together they mean "a process that displays or shows something."* Read aloud each sentence on **eVisual 6.34**. Then have partners use the Suffix and Base Word Tables to determine and write the meaning of each underlined word.

## Check & Reteach

### OBJECTIVE: Use Suffixes to Determine Word Meanings ✓

Review students' answers to check if they can correctly use suffix and base word meanings to determine meanings of affixed words.

If students have difficulty, point out information in the charts as you reteach: *Admiration has the suffix -ation, which means "act" or "process." The base word admire means "to think highly of something." Admiration means "the act of thinking highly of something."* Reread the sentence, using the underlined word's meaning in place of the word.



# Writing

## 3 Write About Features

Introduce: *You will write a paragraph that explains the features of online text.* Model.

Think Aloud	Write
<i>I will explain the purpose of links.</i>	One important feature of online text is links that you can click to go to a related page to get more information.
<i>I will explain how links work.</i>	One link might direct you to other Web sites that contain information about a person or place mentioned in the article. Another link might direct you to another part of the same Web site that contains more information about the topic.
<i>I will mention several links in "Henry VIII's Favorite Ship."</i>	Links for "Henry VIII's Favorite Ship" direct you to pages where you can find out more about the author, the history of the ship, and daily life aboard the ship.

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

See **Differentiate**


Have students use their marked-up **Practice Masters PM6.29–PM6.31** to plan their paragraphs. Invite students to read each other's paragraphs. Then have students add their paragraphs to their Weekly Writing folders.

# Academic Talk

## 4 Discuss Features

Remind students that whenever they express ideas in a discussion, they should support those ideas with details and examples. Model discussing features using **Practice Master PM6.29**: *Online texts have different kinds of menus. For example, the submenu has links to other sections of the article shown on the page.*

Have partners use their marked-up **Practice Masters PM6.29–PM6.31** to discuss various text features of "Henry VIII's Favorite Ship."



**WRAP-UP** Ask: *What online text features do you think are most useful? Why?* Have students brainstorm in small groups and share responses.

## Differentiate

### SN Special Needs

**ISSUE** Students find the many features on the screen confusing.

**STRATEGY** Isolate each text feature of the Web article using holes in card stock.

### EL English Learners

**ISSUE** Students lack the language skills to explain each feature of an online article.

**STRATEGY** Provide sentence frames, such as:

- A/The \_\_\_\_\_ is an online text feature.
- It appears \_\_\_\_\_.
- I can use it to \_\_\_\_\_.

## OBJECTIVES

**Thematic Connection: European Explorers**

- Use Suffixes to Determine Word Meanings
- Compare Text Features

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM6.1

Mark-Up Reading: Practice Masters PM6.29–PM6.31

### TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 6.35

Compare Features: eVisual 6.36

## Power Writing

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

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

## COMMON CORE STANDARDS

### Reading

- Refer to Details and Examples When Explaining Text CC.4.Rinf.1
- Integrate Information From Two Texts CC.4.Rinf.9
- Apply Word Analysis Skills CC.4.Rfou.3
- Use Morphology to Read Multisyllabic Words CC.4.Rfou.3.a

### Writing

- Apply Grade 4 Reading Standards CC.4.W.9.b

### Speaking and Listening

- Come to Discussions Prepared and Draw on Preparation and Information to Explore Ideas CC.4.SL.1.a

### Language and Vocabulary

- Determine Meanings of Words and Phrases CC.4.L.4
- Use Greek and Latin Roots and Affixes as Clues to Meaning CC.4.L.4.b
- Understand Word Relationships CC.4.L.5

## WARM-UP

Ask: *How has knowing the meaning of a suffix helped you determine the meaning of an unfamiliar word?* Have students cite specific affixed words.

## Vocabulary Practice

### 1 Suffixes

Remind students that they've learned about suffixes. Read aloud **eVisual 6.35**.



### Vocabulary Strategy Practice

Some people see treasure in the wreckage of an old ship. Divers recover salvageable objects. Since thoughtless handling might damage the objects, experts preserve them in special containers. Finally, scientists study each object.

Suffix Meanings Table

Suffix	Meaning
-able	can be done
-age	result of an action
-ists	one who studies
-less	without

Base Word Meanings Table

Base Word	Meaning
salvage	to save or recover
science	the study of the physical world
thought	to have an idea
wreck	to destroy something

#### Column A

- salvageable
- wreckage
- scientists
- thoughtless

#### Column B

- without thinking
- people who study the physical world
- can be saved or recovered
- result of something being destroyed

NGReach.com

Vocabulary Strategy: eVisual 6.35



**INTERACTIVE WHITEBOARD TIP:** Have students circle the suffixes of the words in Column A.

Have students write 1–4. Explain: *You will use the tables to match the words in Column A to their meanings in Column B. Write the letter of the correct meaning.*

## Check & Reteach

**OBJECTIVE:** Use Suffixes to Determine Word Meanings

Check to see if students' answers correctly matched words and meanings.

If students have difficulty matching words with their meanings, model with *salvageable*.

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

Mark-Up Reading

Ship's History

**Henry's Favorite Ship**

On July 19, 1545, **King Henry VIII** of England watched with admiration as the *Mary Rose* sailed away. Historians believe that the *Mary Rose* was the king's favorite ship because he had named it after his sister, **Mary**, and his family's symbol, the rose. Even though the ship had a pretty name, its job was not so pretty. The *Mary Rose* was a massive wooden **battleship**. Henry was at **war with the French**.

The *Mary Rose* had a number of large guns that could damage opposing ships. The guns were below deck, and the crew would fire them through windows, called **gun ports**. When the crew was not using the guns, they kept the gun ports shut to keep the seawater out. But on this day, because the *Mary Rose* was headed into battle, the gun ports were wide open.

The wind was blowing hard. As the crew of the *Mary Rose* tried to make a complicated turn, the ship started to lean too far to one side. Since the gun ports on that side of the ship were open, water flooded rapidly into the hold. Henry watched with horror as his favorite ship and its crew quickly sank to the bottom of the sea.

▲ The *Mary Rose* carried heavy cannons.

PM6.29 Unit 6 | Treasure Hunters

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

Mark-Up Reading

Ship's History

**Rediscovering the Ship**

Hundreds of years passed before anyone found the wreck of the *Mary Rose*. There was a reason why it was so hard to find: strong currents carried mud and silt over the sunken ship, and a layer of clay built up on top of the wreckage. The clay preserved the ship but also made it difficult to spot it on the sea floor.

In 1836, a fisherman's net snagged on something. What was it? A piece of the ship that was sticking out of the clay grabbed the net! The fisherman contacted a diver named **John Deane**, a diver who used a helmet that allowed him to breathe under water for short periods of time. After bringing up one of the guns from the ship, Deane knew he had found the *Mary Rose*. He collected a few more items but then decided that most of the wreckage was too difficult to bring to the surface.

In the 1960s, an **underwater archaeologist** named **Alexander McKee** went in search of the *Mary Rose*. McKee knew that the fisherman and Deane had found the ship more than 100 years before, but he did not know the exact location. Using modern equipment, McKee was able to rediscover the ship. After years of underwater excavation, McKee and his team pulled the entire boat out of the water in 1982. What a feat!

PM6.30 Unit 6 | Treasure Hunters

## Review and Integrate Ideas

### 2 Identify Text Features and Purposes

Remind students that online text features can help them understand information in online text. Display and explain a chart of common features and their purposes. Explain that students will complete the chart for “Henry VIII’s Favorite Ship” on Practice Masters PM6.29–PM6.31.

#### Online Text Features Chart

Online Text Feature	Purpose	“Henry VIII’s Favorite Ship”
Article title	to tell what the article is about	Yes
Submenu	to name the sections of the article	Yes
Top menu	to name related sections of Web site	Yes
Links in the text	to direct the reader to other pages with related information	Yes
Back/forward arrows	to move the reader to the previous or next page of the article	Yes
Section headings	to show the key topics in the article	Yes
Boldfaced and italicized type	to draw attention to key information	No

Model completing the first row: *I see the title “Henry VIII’s Favorite Ship” above the rest of the article so I write Yes. I know that the purpose of a title is to tell me the topic of the article. I know that the topic is what the article is about, so I write that in the middle column.* Have partners copy the chart and work together to complete it.



## Daily Language Arts

### Daily Spelling and Word Work

Test page T409i

### Daily Grammar

Have students find the possessive pronoun *his* in the first paragraph on **Practice Master PM6.29**. Then use page T409l to review indefinite and possessive pronouns.

### Daily Writing Skills

Use page T409n to review how to use your own words when writing.

## 3 Compare Features

Introduce: *You will now extend the chart you created for “Henry VIII’s Favorite Ship” to compare its online text features to those found in “Real Pirates” and “La Belle Shipwreck.”* Display **eVisual 6.36**.



### Compare Features

Online Text Feature	Purpose	“Henry VIII’s Favorite Ship”	“Real Pirates”	“La Belle Shipwreck”
Article title	to tell what the article is about	Yes	Yes	Yes
Menu	to name related sections of the whole Web site	Yes	No	Yes
Submenu	to name the sections of the article	Yes	No	Yes
Links in the text	to direct the reader to other pages with related information	Yes	No	Yes
Back/ forward arrows	to move the reader to the previous or next page of the article	Yes	No	Yes
Section headings	to show the key topics covered	Yes	Yes	Yes
Boldfaced & italicized type	to draw attention to key information	No	Yes	Yes

[NGReach.com](http://NGReach.com) Compare Features: eVisual 6.36



**INTERACTIVE WHITEBOARD TIP:** Have students circle each feature that all three articles share.

## Differentiate

### BL Below Level

**ISSUE** Students have trouble finding related information in multiple texts.

**STRATEGY** Create a problems chart with a column for each selection. Have students fill in the charts with details about problems encountered by the treasure-hunters in each selection. Have students draw lines to connect similar problems in different selections.

### SN Special Needs

**ISSUE** Students have difficulty interpreting visually complex texts, such as online articles.

**STRATEGY** Point out specific sections in each article that present information about problems encountered by treasure-hunters. Have students write a sentence about each section you point out.

Have students extend their charts by adding columns for “Real Pirates” and “La Belle Shipwreck” and writing entries for them. Then have partners provide details and examples as they discuss how each online text feature helped them understand each article.

See **Differentiate**

## Check & Reteach

### OBJECTIVE: Compare Text Features

Review students’ charts to check for correctly noted online text features.

If students have difficulty identifying online text features, reteach with “Real Pirates.” Ask:  
*Do you see underlined blue text in the article?* (No.) *Does “Real Pirates” have links in the text?* (No.) *Where do you write that information?* (in the last column at the right)

# Writing

## 4 Write About Treasure-Hunters

Introduce the activity: *Now each of you will write a paragraph to explain some of the problems treasure-hunters face after locating sunken ships. Use details and examples from two of the articles you read.* Add their paragraphs to Weekly Writing folders.

# Academic Talk

## 5 Relate Readings to the Big Question

Have students recall the unit's Big Question: Why do we seek treasure? Explain: *Think about "Real Pirates," "La Belle Shipwreck," "Henry VIII's Favorite Ship," and a Small Group Reading book you have read. In your opinion, what secrets were the treasure-hunters in these articles hoping to reveal?*

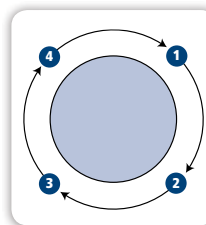
Model a response to the question for the article "Henry VIII's Favorite Ship:" *The archaeologists hoped to understand what life was like aboard the Mary Rose by preserving and studying the ship and the artifacts found on board.*



Remind students to review the selections and their writing assignments.

Use a **Roundtable** to have students continue their discussion.

- Form groups of four, each made up of students who have read different **Small Group Reading** texts.
- Have each group sit in a circle.
- Have students in each group number off from one to four.
- Ask a question that can be answered in many ways, such as this: *What secrets did the treasure-hunters hope to reveal?*
- Have each student in each group answer the question by citing details and examples from a different selection.
- After students have responded, have each group share answers with the class.



Roundtable

Have students add their ideas to their unit concept maps.

## Best Practices

**Encourage Elaboration** As students talk, encourage them with general prompts:

- *What else can you say about that?*
- *What parts of the text support what you just said?*
- *Can you connect your idea to something that someone else said?*

**WRAP-UP** Ask: *Which of the treasure hunts in the selections would have been the most exciting? Why?*

# Week 4 Writing Project

## OBJECTIVES

**Thematic Connection: European Explorers**

 **Write Historical Fiction: Voice**

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**Writing Rubric: Assessment Master A6.44**

### TECHNOLOGY ONLY

**Writing Trait: Voice: eVisual 6.31**

## 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 Historical Fiction Anthology page 418

Read aloud the prompt on **Student eEdition page 418**. Have students read the model silently or in pairs. Then have volunteers read aloud the notes next to the student sample, and prompt them to identify various elements of the model: *What is the title?* (“Pirate Boy”) *Who is the author?* (Brandon Kelly) *Who are the main characters?* (John King, the narrator; his mother; Captain Bellamy) *Where is the story set?* (on the *Bonetta*, a pirate ship)

### Review the Trait: Voice

Point out how “Pirate Boy” uses words such as *I*, *me*, and *our*. Explain that these words show that the author is telling the story from the narrator’s point of view.

Ask: *How does John King change throughout the story?* (At the beginning, he’s just a normal boy who happens to be kidnapped by pirates. He’s excited about being on a pirate ship.) Point out how the writer’s choice of words creates the sense of a young, daring, and self-confident narrator. Remind students that this writing trait is known as voice. Then display and read aloud **eVisual 6.31**.



### Writing Trait: Voice

The voice of a story sounds right when:

- characters speak in ways that match their age and personality
- the feeling of the story matches the setting and theme of the story

 [NGReach.com](https://www.ngreach.com) Ideas: **eVisual 6.31**



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

## Prewrite

### Choose a Topic Anthology page 419

Have students reread the prompt. Then ask questions such as, *What is your role?*, and so on, to begin writing a RAFT.

**Role:** Storyteller

**Audience:** Members of a storytelling festival

**Form:** Historical fiction

Have students read step 1 on page 419 and then form pairs. Have partners tell and respond to each other’s ideas before completing their RAFTs.

### Gather Information Anthology page 419

Invite a volunteer to read aloud step 2. Remind students that taking the words of another writer without giving the writer credit is called plagiarism: *Paraphrase information you find by rewriting sentences in your own words.*

### Get Organized Anthology page 419

Read step 3 and have students complete their own character maps. Tell students it is not necessary to write complete sentences at this point.

## COMMON CORE STANDARDS

### Writing

Plan, Revise, and Edit Writing	CC.4.W.5
Draw Evidence from Texts	CC.4.W.9
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

Writing Project

## Write as a Storyteller

### Write Historical Fiction

Write an adventure story that takes place when pirates still sailed the seas. You will share your story during a storytelling festival.



### Study a Model

Historical fiction is a story that is set in the past. Read Brandon's story about John King, the boy pirate.

#### Pirate Boy

by Brandon Kelly

I had never thought about being a pirate. But then **Sam Bellamy** and his crew captured the **Bonetta, the ship Mother** and I were on.

The pirates stayed on the *Bonetta* for fifteen days. They took our valuables and fought with our sailors.

Mother was terrified. For me, it was exciting.

At night, I listened to the pirates tell stories of the fifty ships they had taken and the adventures they'd had. Finally, I went up to the captain himself.

"Captain Bellamy," I said. "I want to join the crew."

The captain laughed. **"Well, well. Young John King, is it? And what if I was to say no?"**

"Then I will jump into the sea," I said. The captain stopped laughing. And I became a pirate.

The beginning introduces the **characters** and **setting** and gives details.

The story stays focused on one event. The **dialogue**, or what the characters say, may sound the way people did long ago.

### Prewrite

1. **Choose a Topic** What time and place will you choose for your story? Talk with a partner to find fun ideas.

#### Language Frames

##### Tell Your Ideas

- I'd love to write a story where someone \_\_\_\_\_.
- My favorite historical character is \_\_\_\_\_.

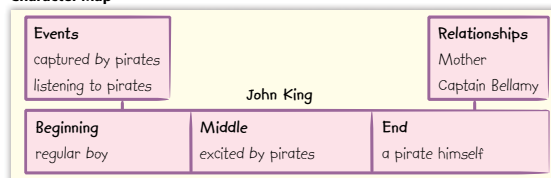
##### Respond to Ideas

- Do you know a lot about \_\_\_\_\_?
- Where will you find details about \_\_\_\_\_?

2. **Gather Information** For historical fiction, you have to do research. Find the details you need to describe your characters and setting accurately.

3. **Get Organized** Think about the main character in your story. How will the character change? What events and relationships will bring about the changes? Use a character map to plan.

#### Character Map



### Draft

Use your character map and the details you found to write your draft.

- Make sure each event flows logically to the next.
- Use your research to describe your setting and characters accurately.

Anthology  
pages 418–419

## Draft

### Write Ideas

Invite a volunteer to read the instructions aloud. Tell students to use the notes they took during their research to describe the setting of their historical fiction. Remind students to refer to their character maps to create a sense of voice: *Use words that your character would use to tell his or her story. Show how the character's thoughts and feelings change from the beginning to the middle to the end.*

See **Differentiate**

## Differentiate

### BL Below Level

**ISSUE** Students have difficulty understanding the concept of voice.

**STRATEGY** Ask students how different characters (a young child, a pirate) would say that they want something to eat. Use their responses to explain how using a character's own words helps to create a sense of voice.

### AL Above Level

**ISSUE** In describing the setting, characters, or other historical details, students include a distracting level of information from their research.

**STRATEGY** Encourage students to include only those details that help readers understand the setting and actions of this particular story.

## Daily Language Arts

### Daily Spelling and Word Work ✓

Daily Practice pages T409i–T409j

### Daily Grammar ✓

Point out the pronoun *they* in the second paragraph of the model. Ask students whom it refers to. (the pirates) Ask: *If the word somebody were used instead, would you know whom it refers to?* (No.) Then use pages T409k–T409l to teach other indefinite pronouns and possessive pronouns.

### Daily Writing Skills ✓

Tell students to be sure that they have paraphrased any historical information from their research. Paraphrases should be in the students' own words and include synonyms for the original words. Then use pages T409m–T409n to practice paraphrasing.

## Revise

### Read, Retell, Respond Anthology page 420

Read aloud step 1 on page 420 and demonstrate how to give feedback by completing a few sentence frames as if you were giving feedback to Brandon Kelly, the author of the model on page 418: *Your story was about a boy who was captured by pirates. I can't really picture what it was like to be on the Bonetta. Can you add more details?*

Invite volunteers to practice giving feedback to the author of the model. Then form pairs and have partners exchange and read each other's work. When they are finished reading, have partners give each other feedback.

### Make Changes Anthology page 420

Have a volunteer read step 2 on page 420 aloud. Point out how Brandon made a correction ("fifty ships" instead of "hundreds of ships") to make his story reflect the information he found during his research. Remind students of the importance of this kind of accuracy: *Adding details that are not based on research will make your story less believable. Use specific details that describe people, places, and things from the period you have chosen to write about. Doing that will help your story come alive.*

Also point out how Brandon deleted unimportant details: *Brandon took out the sentence telling how the narrator's mother liked to read and sew. It doesn't add anything to the story.* Read the sample passage with and without the deleted sentence, explaining how the concluding sentence "For me, it was exciting" has more impact without it. Discuss how the deleted sentence, besides being unnecessary, also fails to sound like something John King would say: *John King's voice has more punch. He doesn't reflect about things; he describes what is happening in the moment.*

Have students use revising marks to edit their own drafts. Remind students to focus on maintaining a genuine voice throughout their stories.

See **Differentiate**

## Edit and Proofread

### Check the Historical Fiction Anthology page 421

Have students check their drafts against their character maps to make sure they have shown how the character changed from the beginning to the end. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words and the correct use of pronouns.

## Differentiate

### EL English Learner

**ISSUE** Students have difficulty maintaining a character's voice throughout their story.

**STRATEGY** Pair students with more proficient partners. Have them read their narratives aloud and ask their partners which parts do not "sound true" to the narrator or a particular character. Have them revise those sections, using words that the character or narrator would use.

### AL Above Level

**ISSUE** In an effort to create a sense of voice, students use overly informal language in their narration as well as dialogue.

**STRATEGY** Remind students that only the dialogue should show how people talk in everyday life. The rest of the text (the narration) should include complete sentences and be grammatically correct.



Writing Project, continued

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the story. Next, talk about ways to improve your writing.

Language Frames	
<b>Retell</b>	<b>Make Suggestions</b>
• Your story was about _____.	• I don't understand why _____.
• The story took place in _____.	• I can't really picture _____. Can you add more details?
• Your main characters were _____.	• Your characters don't seem like _____. What if you _____?

2. **Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.

- Is your story accurate? Check all of your details.

I listened to the pirates tell stories of the ~~hundreds~~<sup>fifty</sup> of ships they had taken.

- Make sure your story is focused. Remove details that don't add to the story.

Mother was terrified. She's the kind of person who just likes to read ~~and sew~~. For me, it was exciting.

Edit and Proofread

Work with a partner to edit and proofread your story. Make sure you use pronouns correctly.

Spelling Tip

Do not confuse the pronoun *its* with the contraction *it's*.

Publish

1. **On Your Own** Make a final copy of your story. Choose a way to share it with your classmates. You can read it aloud, or illustrate it and give it to someone to read.

Presentation Tips	
If you are the speaker ...	If you are the listener ...
Before you read, practice saying any historical names or terms you may have used.	Connect the story with what you already know about the time period.
Try to listen to yourself read. Adjust your pitch, volume, or speed if you need to.	Listen for details that help you picture the time and place.

2. **In a Group** Hold a storytelling festival! Memorize your story, and practice telling it with gestures and emotion. Dress in a costume that matches the time period. Present your stories to other classes, or invite younger children to hear them.



Anthology page 420–421

Publish

On Your Own Anthology page 421

Give students the option of typing their stories in a word-processing program. They may also want to include clip art or photos from the **Digital Library** that help to evoke the setting. Have them print their stories.

Have students form small groups. Invite them to share their stories with each other.

If students choose to share their stories orally, help them with the correct pronunciation of historical names or terms, as needed. Encourage students to adjust their pitch, volume, and speed as necessary: *Use your voice in a way that fits your story. Read the characters' thoughts and speech in the way they would speak.*

Use the **Writing Rubric** to assess each student's story.

In a Group Anthology page 421

Work with students to set up the storytelling festival. If you have a video recorder, you might record their practice sessions so they can note areas in which they need improvement. Remind them that storytellers use body language, movements, facial expressions, and gestures to help tell their stories.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	• The writing has a clear focus and purpose. • Details are accurate and show a depth of knowledge of the topic. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • All content flows smoothly and logically. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• Appropriate words are chosen to convey the writer's message. • Language used is appropriate for the audience and purpose. • Many appropriate words are used to convey the writer's message. • Most of the writing shows a clear structure and purpose.	• All sentences are used and connected to the main idea. • When read aloud, the writing flows smoothly and effectively. • Most sentences are used and connected to the main idea.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The text is presented in an orderly way, using appropriate punctuation, grammar, and spelling. • Most of the writing shows a clear structure and purpose.
3	• The writing has a clear focus and purpose. • Details are accurate and show a depth of knowledge of the topic. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • All content flows smoothly and logically. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• Appropriate words are chosen to convey the writer's message. • Language used is appropriate for the audience and purpose. • Many appropriate words are used to convey the writer's message. • Most of the writing shows a clear structure and purpose.	• All sentences are used and connected to the main idea. • When read aloud, the writing flows smoothly and effectively. • Most sentences are used and connected to the main idea.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The text is presented in an orderly way, using appropriate punctuation, grammar, and spelling. • Most of the writing shows a clear structure and purpose.
2	• The writing has a clear focus and purpose. • Details are accurate and show a depth of knowledge of the topic. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • All content flows smoothly and logically. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• Appropriate words are chosen to convey the writer's message. • Language used is appropriate for the audience and purpose. • Many appropriate words are used to convey the writer's message. • Most of the writing shows a clear structure and purpose.	• All sentences are used and connected to the main idea. • When read aloud, the writing flows smoothly and effectively. • Most sentences are used and connected to the main idea.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The text is presented in an orderly way, using appropriate punctuation, grammar, and spelling. • Most of the writing shows a clear structure and purpose.
1	• The writing has a clear focus and purpose. • Details are accurate and show a depth of knowledge of the topic. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • All content flows smoothly and logically. • Most of the writing shows a clear structure and purpose. • Most of the writing shows a clear structure and purpose.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• Appropriate words are chosen to convey the writer's message. • Language used is appropriate for the audience and purpose. • Many appropriate words are used to convey the writer's message. • Most of the writing shows a clear structure and purpose.	• All sentences are used and connected to the main idea. • When read aloud, the writing flows smoothly and effectively. • Most sentences are used and connected to the main idea.	• The writing has a clear structure and purpose. • The writing has a clear structure and purpose. • The writing has a clear structure and purpose.	• The text is presented in an orderly way, using appropriate punctuation, grammar, and spelling. • Most of the writing shows a clear structure and purpose.

# Week 4 Assessment & Reteaching

✓ = TESTED

## Assess

### OBJECTIVES

#### Reading

- ✓ Describe Characters; Use Important Details to Summarize; Use Details/Examples to Comprehend/Explain Text; Use Details to Compare Texts; Compare Oral and Print Information; Explain Text Structure: Sequence; Determine Importance to Identify Main Idea and Details

### ASSESSMENTS

The image shows three sample assessment pages. The first is a Reading Comprehension Test (A6.24) about the Leprechaun's Pot of Gold. The second is another Reading Comprehension Test (A6.25) about a leprechaun. The third is a Reading Strategy Assessment (SG6.30) with a rubric table.

Part and Number	Make Connections	Visualize
4 2 2 1	4 3 2 1	4 3 2 1

Reading Comprehension Unit Test  
A6.24–A6.32  
Reading Strategy Assessment  
SG6.30–SG6.31

#### Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

The image shows three sample assessment pages for Oral Reading. The first is an Oral Reading Assessment (A6.1) with a rubric. The second is another Oral Reading Assessment (A6.2) with a rubric. The third is an Oral Reading Assessment (A6.3) with a rubric and a list of questions.

Code	Score	4	3	2	1
1	4				
2	3				
3	2				
4	1				

Oral Reading Assessment  
A6.1–A6.3

Use these passages throughout Unit 6. Work with Below Level students this week.

#### Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Use Prefixes/Suffixes to Determine Word Meanings
- ✓ Spell Words with oo, ew: au, aw, al, all
- ✓ Use Commonly Misspelled Words Correctly

The image shows three sample assessment pages for Vocabulary and Spelling. The first is a Vocabulary Test (A6.33) with multiple-choice questions. The second is another Vocabulary Test (A6.34) with multiple-choice questions. The third is a Spelling Words test (T409i) with a list of words and their definitions.

Vocabulary Unit Test  
A6.33–A6.35  
Spelling Pretest/Spelling Test  
T409i

#### Grammar and Writing

- ✓ Use Adjectives
- ✓ Use Pronouns
- ✓ Use Demonstrative Pronouns
- ✓ Use Indefinite and Possessive Pronouns
- ✓ Use Your Own Words

The image shows three sample assessment pages for Writing. The first is a Writing, Revising, and Editing Test (A6.36) with a paragraph and questions. The second is another Writing, Revising, and Editing Test (A6.37) with a paragraph and questions. The third is a Writing Rubric (A6.44) with a table of criteria.

Criteria	4	3	2	1
Content				
Organization				
Style				
Conventions				

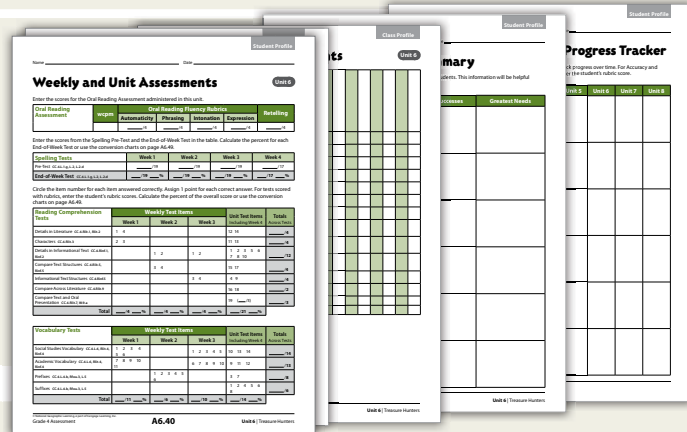
Writing, Revising, and Editing Unit Test  
A6.36–A6.39  
Writing Rubric  
A6.44



ExamView®

# Reteach and Practice

## REPORTS



### PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A6.40–A6.41
- Class Profile:** Weekly and Unit Assessments A6.42
- Student Profile:** Strengths and Needs A6.43
- Student Profile:** Oral Reading Progress Tracker A1.3

## RESOURCES AND ROUTINES

### Reading

#### RETEACH

- Explain Information:** Reteaching Master RT6.10
- Determine Importance:** Reteaching Master RT6.11

#### ADDITIONAL PRACTICE

Comprehension Coach

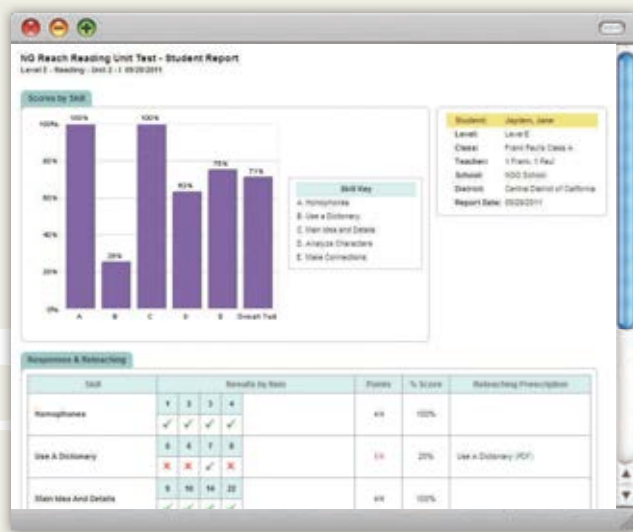
### Fluency

#### RETEACH

Fluency Routines, page BP33

#### ADDITIONAL PRACTICE

Comprehension Coach



eAssessment™

### ONLINE ONLY

#### Automated Reports

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

### Vocabulary and Spelling

#### RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

#### ADDITIONAL PRACTICE

Vocabulary Games

Daily Spelling Practice, pages T409i–T409j

### Grammar and Writing

#### RETEACH

- Pronouns:** Anthology Handbook, page 600–601
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Voice:** Reteaching Master RT6.12

#### ADDITIONAL PRACTICE


More Grammar Practice PM6.33

Daily Writing Skills Practice, pages T409m–T409n

See Weeks 1–3 for additional practice resources.

**?**  
**BIG**  
Question


**Why do we seek treasure?**



**Talk Together**

In this unit, you found lots of answers to the **Big Question**. Now use your concept map to discuss the **Big Question** with the class.

**Concept Map**



**Write a Song**

Choose one reason that people seek treasure. Write the lyrics, or words, for a song that describes the reason in detail. You may want to choose the tune first.

422

Unit 6 Wrap-Up


## Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

**Write It!**

**Make a Comic Book**


Form a comic book with eight blank pages. Then plan a story about an explorer or a pirate. Draw pictures to tell the story. Use captions to explain the events. Share your comic book with the class.



**Talk About It!**

**Talk Show**

Choose people to represent adventurers such as René-Robert Cavelier. Host a talk show. Ask each adventurer to tell about seeking treasure.



**Do It!**

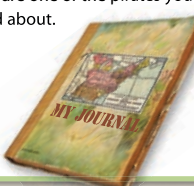
**Make a Time Capsule**

Have everyone in the class bring in one artifact to put in a time capsule. It should be something you can live without for now. Decide when you will open the time capsule in the future. What would people discover about your class?

**Write It!**

**Write a Pirate Journal**

Write a journal entry as though you are one of the pirates you read about.



423

**Anthology**  
pages 422–423

## OBJECTIVES

**Thematic Connection: Exploration**  
Review Content

## PROGRAM RESOURCES

**PRINT & TECHNOLOGY**

**Unit Concept Map: Practice Master PM6.1**

## Academic Talk

### 1 Talk Together Anthology page 422

Display the Big Question. Read aloud the first paragraph on page 422. Have students revisit their Unit Concept Maps 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: *What makes you think so? Can you give examples?*

## Writing

### 2 Write a Song Anthology page 422

Have students revisit the song “Bongo’s Treasure Hunt” on page 386. Call upon volunteers to read or sing the song. Ask students to share their observations and feelings about the song. Ask: *What do you like about the song? What would you change about it?*

Remind students that their lyrics should describe one reason a person or an animal would seek treasure. Review simple tunes with students.

Simple tunes to choose from:

“Row, Row, Row Your Boat”

“Itsy-Bitsy Spider” “Old McDonald”

“Twinkle, Twinkle, Little Star”

“Mary Had a Little Lamb”

T422 Unit 6

## Unit Projects

### 3 Share Your Ideas Anthology page 423

Read aloud the project options. Have students who have chosen the Talk About It and Do It projects work with partners or small groups in designated areas. Have the other students work independently.

#### Write It!



##### MATERIALS

markers, colored pencils, or crayons

##### Plan

Explain that students will be creating an eight-page comic book. Model folding two sheets of paper in half and stapling them at the folded edge to make an eight-page booklet. Point out that the first page acts as a cover for the book.

##### Make a Comic Book

Have students make a list of events for the six or seven pages of their book before they begin to draw. Remind them to add captions. Encourage them to share their books with the class.

Write Narratives, Using Event Sequences	CC.4.W.3
Write Over Shorter Time for Specific Tasks and Purposes	CC.4.W.10

#### Talk About It!



##### Plan

Ask students if they have ever seen a talk show. Explain the structure and format of a talk show (host greets guest, guest sits near host, host asks guest questions and prompts lively discussion). Have students arrange desks, tables, and chairs in the classroom to create a mock talk show set.

##### Talk Show

Allow partners to determine their roles, either as the talk show host or the guest. Allow time for students to research their roles so they are prepared to ask or answer questions about famous adventurers seeking treasure.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.4.SL.1
Come to Discussions Prepared	CC.4.SL.1.a
Carry Out Assigned Roles	CC.4.SL.1.b

#### Do It!



##### MATERIALS

large box or other container to use as a time capsule

##### Plan

Make a two-column chart with the heads *Ideas* and *Items*. Work with students to list ideas they want to communicate about their class. Then have students brainstorm ideas for an artifact that could communicate each idea on the list. Instruct each student to bring in an item from home or elsewhere.

##### Make a Time Capsule

Have the group discuss each artifact and the ideas it conveys. Have the group presenting the capsule to the class explain how the choices represent the class. Discuss what people in the future might learn from the time capsule.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.4.SL.1
Come to Discussions Prepared	CC.4.SL.1.a

#### Write It!



##### Plan

Review making writing appropriate for a specific audience and purpose. Prompt a class discussion by asking: *Why might a pirate keep a journal? What would be the purpose? Who would be the audience?* (Possible response: to keep a record of his adventures and to impress or entertain a non-pirate audience) Discuss likely experiences and events in a pirate's daily life and have students brainstorm ideas for their journals.

##### Write a Pirate Journal

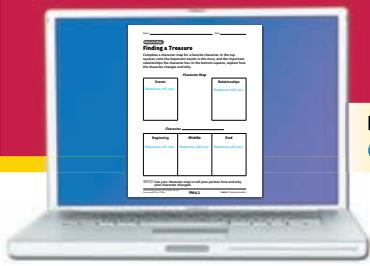
Have students work independently to write their pirate journals. Remind students that they should write as though they are one of the pirates they read about. Display pirate journals in the classroom.

Write Over Shorter Time for Specific Tasks and Purposes	CC.4.W.10
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# Unit 6 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



## Contents at a Glance

	Practice Masters	Pages
	<b>Family Newsletter 6: English and Spanish</b>	
Week 1	<b>Day 1:</b> Unit Concept Map . . . . .	PM6.1
	Character Map . . . . .	PM6.2
	<b>Day 3:</b> Grammar Game . . . . .	PM6.3
	<b>Day 4:</b> Grammar and Writing . . . . .	PM6.4
	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM6.5
	Character Map . . . . .	PM6.6
	Fluency Practice . . . . .	PM6.7
	<b>Reteach:</b> Grammar Practice . . . . .	PM6.8
Week 2	<b>Day 1:</b> Grammar Game . . . . .	PM6.9
	<b>Day 2:</b> Grammar Game . . . . .	PM6.10
	<b>Day 3:</b> Venn Diagram . . . . .	PM6.11
	Grammar Practice . . . . .	PM6.12
	<b>Day 4:</b> Mark-Up Reading . . . . .	PM6.13
	Grammar and Writing . . . . .	PM6.16
	<b>Reteach:</b> Grammar Practice . . . . .	PM6.17
Week 3	<b>Day 1:</b> Time Line . . . . .	PM6.18
	<b>Day 3:</b> Grammar Game . . . . .	PM6.19
	<b>Day 4:</b> Grammar and Writing . . . . .	PM6.20
	<b>Day 5:</b> Test-Taking Strategy Practice . . . . .	PM6.21
	Time Line . . . . .	PM6.22
	Fluency Practice . . . . .	PM6.23
	<b>Reteach:</b> Grammar Practice . . . . .	PM6.24
Week 4	<b>Day 1:</b> Grammar Game . . . . .	PM6.25
	<b>Day 2:</b> Grammar Game . . . . .	PM6.26
	<b>Day 3:</b> Comparison Chart . . . . .	PM6.27
	Grammar Practice . . . . .	PM6.28
	<b>Day 4:</b> Mark-Up Reading . . . . .	PM6.29
	Grammar and Writing . . . . .	PM6.32
	<b>Reteach:</b> Grammar Practice . . . . .	PM6.33



# NATIONAL GEOGRAPHIC Reach



## NEWSLETTER

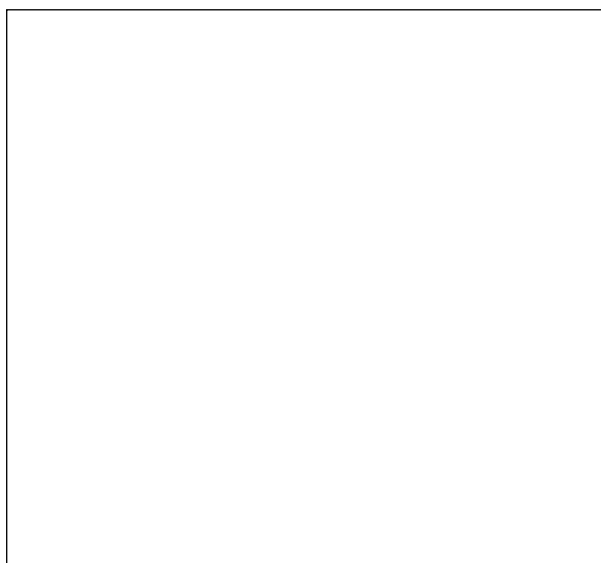
Level E | Unit 6

### Dear Family Member,

“Why do we seek treasure?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about why people throughout history have looked for treasure. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

### Directions:

1. Talk together about your family’s treasures, such as special souvenirs, crafts, photos, or other precious things. Choose one of these treasures to draw and write about.
2. Together, draw a picture of the treasure in the box below. Write about it on the lines at right. If possible, take a photo of the treasure, too.
3. Remind your student to bring the completed picture and notes, and any photos, to class.



### What We’re Reading

#### “Treasure Island”

adapted by Mark Falstein

Based on a classic novel, this play shows how a clever boy finds treasure and escapes danger.

#### “Make a Treasure Map”

These step-by-step instructions show how to draw a treasure map.

#### “Real Pirates: The Untold Story of the Whydah”

adapted from a book by Barry Clifford

In this history article, Explorer Barry Clifford tells how he discovered a sunken pirate ship.

#### “La Belle Shipwreck”

This Web article explores the history of a famous ship and its valuable treasure.

**And more!**

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COPY READY





# New Words

## Weeks 1 and 2

adventure

discovery

navigation

chart

exploration

port

coastal

interpret

treasure

compass

legend

## Weeks 3 and 4

archaeologist

examine

route

artifact

galleon


trade

colony

merchant

currency

preserve

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



# NATIONAL GEOGRAPHIC Reach



## BOLETÍN DE NOTICIAS

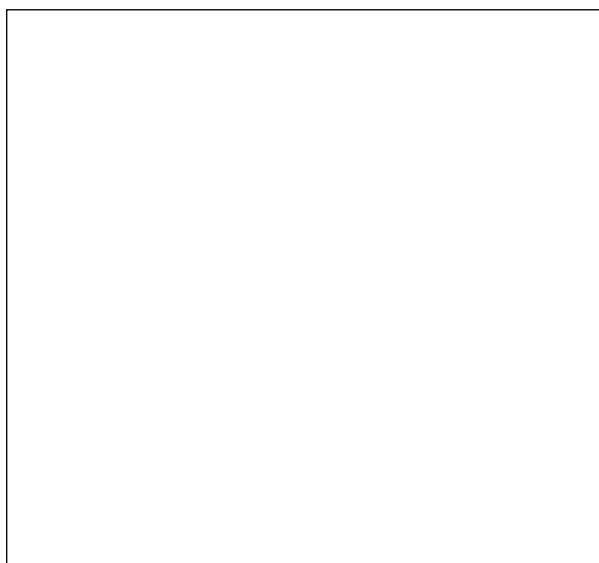
Nivel E | Unidad 6

### Estimado miembro de la familia,

“¿Por qué buscamos tesoros?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las personas que a través de la historia han buscado tesoros. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

### Instrucciones:

1. Juntos, conversen acerca de los tesoros familiares, como por ejemplo recuerdos especiales, artesanías, fotografías y otras cosas valiosas. Elijan uno de esos tesoros para dibujarlo y escribir acerca de él.
2. En el recuadro que aparece más abajo, hagan un dibujo del tesoro. Escriban acerca de él en las líneas de la derecha. Si es posible, también tomen una fotografía del tesoro.
3. Recuerde a su estudiante traer el dibujo y las notas completas, así como cualquier fotografía a clase.



### Qué estamos leyendo

#### “Treasure Island”

adaptada por Mark Falstein

Basada en una novela clásica, esta obra muestra cómo un ingenioso niño encuentra un tesoro y escapa del peligro.

#### “Make a Treasure Map”

Estas instrucciones muestran paso a paso cómo dibujar un mapa de un tesoro.

#### “Real Pirates: The Untold Story of the Whydah”

adaptado de un libro de Barry Clifford

En este artículo histórico, el explorador Barry Clifford cuenta cómo descubrió un barco pirata hundido.

#### “La Belle Shipwreck”

Este artículo de Internet explora la historia de un barco famoso y su valioso tesoro.

¡Y más!

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COPY READY



# Nuevas Palabras

## Semanas 1 y 2

adventure  
aventura

discovery  
descubrimiento

navigation  
navegación

chart  
cuadro

exploration  
exploración

port  
puerto

coastal  
costero

interpret  
interpretar

treasure  
tesoro

compass  
brújula

legend  
leyenda

## Semanas 3 y 4

archaeologist  
arqueólogo

examine  
examinar

route  
ruta

artifact  
artefacto

galleon  
galeón

trade  
comerciar

colony  
colonia

merchant  
comerciante

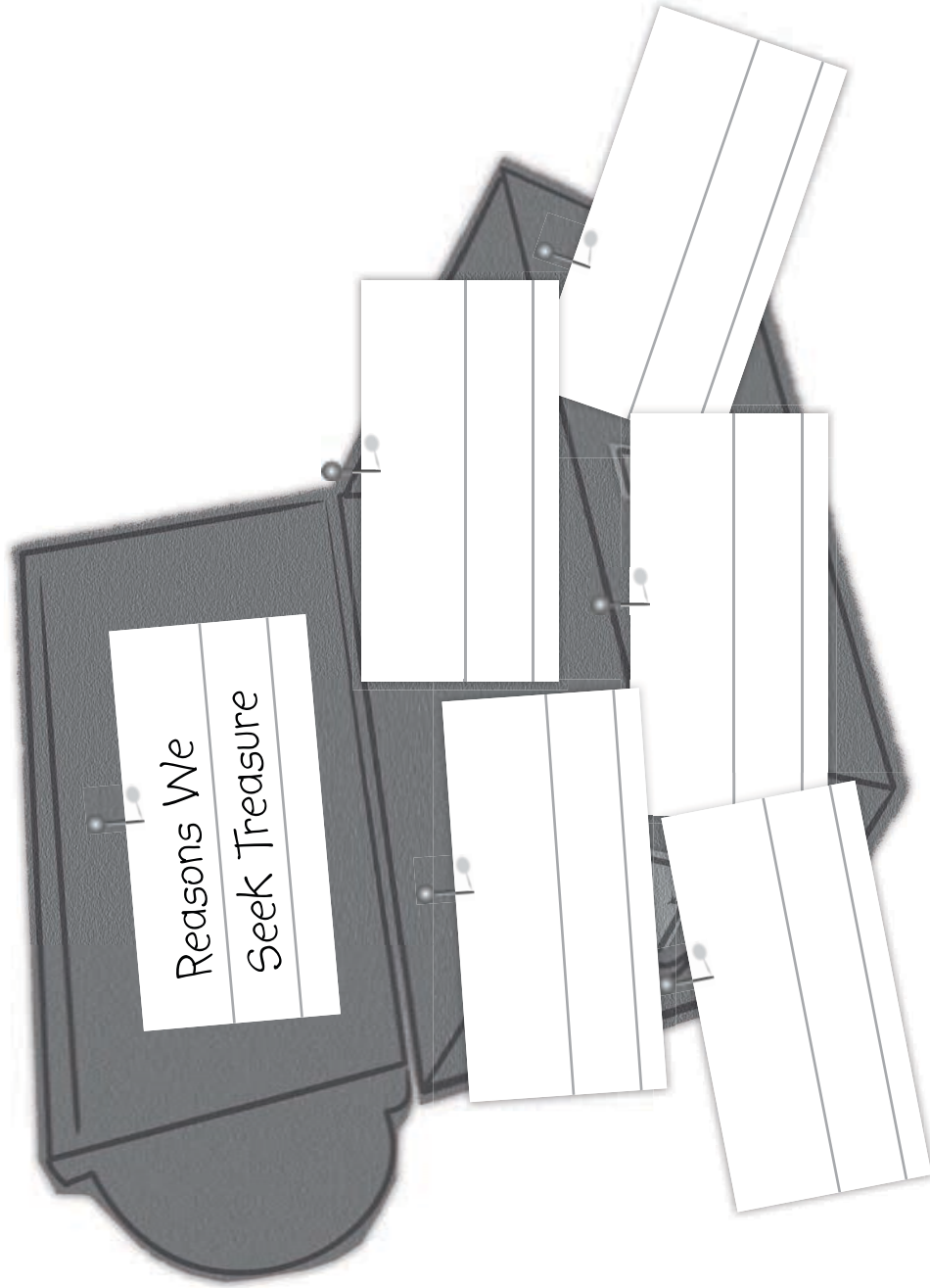
currency  
moneda

preserve  
preservar

Aprenda y juegue con palabras. [NGReach.com](http://NGReach.com)

# Treasure Hunters

Make a concept map with the answers to the Big Question: Why do we seek treasure?



COPY READY

**Character Map**

# Finding a Treasure

Complete a character map for a favorite character. In the top squares, note the important events in the story, and the important relationships the character has. In the bottom squares, explain how the character changes and why.

COPY READY

## Character Map

<b>Events</b>
---------------

<b>Relationships</b>
----------------------

Character \_\_\_\_\_

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
------------------	---------------	------------

 Use your character map to tell your partner how and why your character changed.

**Grammar: Game**

# Indefinite Adjective Tic-Tac-Toe

1. Play with a partner. Take turns selecting an indefinite adjective from the word box.
2. Use the indefinite adjective in a sentence. If your partner agrees that you used it correctly, put an *X* or an *O* on the tic-tac-toe grid. If not, do not make a mark, and allow your partner to take a turn.
3. Take turns playing until someone gets three *X*'s or three *O*'s in a row.
4. Play the game three more times.

How Many		How Much	
many	several	much	not much
some	few	some	a little
a lot of	no	a lot of	no


COPY READY

## Grammar: Grammar and Writing

**Edit and Proofread**

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

- possessive adjectives
- indefinite adjectives
- subject pronouns

**Editing and Proofreading Marks**

^	Add.
↷	Take out.
⤴ ^	Move to here.
^,	Add comma.
⊙	Add period.

Today I went to a birthday party for Kim, a girl in <sup>my</sup>his class. I was nervous because I am new at school. The other kids have known each other for much years. You are really good friends.

Fortunately, the party was many fun! Kim's mom had arranged a scavenger hunt. He gave pairs of us a list of clues. Their buddy was a boy named Sunil. He made a great team!

Some clues were pretty hard. One clue said to take five steps north. Sunil said, "No problem—this way is north." She is so good at directions! It didn't take us many time to find the treasure. Best of all, it had forgotten all about being nervous.

**Test-Taking Strategy Practice**

# Predict the Answer

Read each question about "Treasure Island." Choose the best answer.

## Sample

**1** Who hid in the barrel and overheard the sailors talking?

- A Jim
- B Long John Silver
- C Trelawney
- D Smollett

**2** When Jim is hiding in the barrel, what does he learn about Long John Silver?

- A He is a cook.
- B He is a pirate.
- C He tells interesting stories.
- D He has a wooden leg.

**3** Who hid the treasure in the cave?

- A Jim
- B Trelawney
- C Ben
- D Long John Silver

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



**Character Map**

# "Treasure Island"

Complete the character map to tell how Jim changes in the play.

## Character Map

Events
joining the treasure hunt

Relationships
Dr. Livesey Long John Silver

**Jim**

Beginning	Middle	End
boyish but brave		

 Use your character map to retell the story to a partner and explain how Jim changed.

**Fluency Practice**

# “Treasure Island”

**Expression is how you use your voice to express feeling. Use this passage to practice reading with proper expression.**

JIM *[enters from offstage, alone and out of breath]*: I think 11  
 I’ve lost them. *[hopeless]* I was foolish. Why didn’t I stay with 23  
 my friends? *[points upstage]* There’s a cave! I’ll hide there! 33  
*[JIM goes into the cave. BEN GUNN enters the cave from offstage.]* 45  
 JIM and BEN *[surprised]*: Oh! 50  
 BEN: Are you real, boy? Who are you? 58  
 JIM: I’m Jim Hawkins. Who are you? 65  
 BEN: I’m Ben Gunn. For three years I’ve been alone here! 76  
 JIM: Were you shipwrecked? 80  
 BEN: No, I was marooned, left here to die. I stayed alive by 93  
 trapping wild goats. What I wouldn’t give for a bit of toasted 105  
 cheese! Tell me true, boy! Is that Flint’s ship out there? 116

**From “Treasure Island,” page 373**

**Intonation**

- 1 Does not read with feeling.
- 2 Reads with some feeling, but does not match content.
- 3 Reads with appropriate feeling for most content.
- 4 Reads with appropriate feeling for all content.

**Accuracy and Rate Formula**

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

## Grammar: Reteach

**Gardens****Grammar Rules: Adjectives**

**Possessive adjectives** come before a noun. They show who possesses, or owns, something.

My plants grow well.  
Their plants do not grow well.  
His plants have pretty flowers.

**Indefinite adjectives** also come before a noun. Use these when you are not sure of the number.

Many people like plants.  
Most people like growing plants.  
Several friends grow plants.

**Write the correct adjective to complete each sentence.**

1. Mark and Pedro planted a community garden. \_\_\_\_\_ garden grows fast. [His/Their]
2. We also started a garden. We love \_\_\_\_\_ new fresh vegetables. [our/her]
3. My sister cooks all our meals with vegetables from the garden. \_\_\_\_\_ meals are delicious. [Most/Their]
4. Tai has made desserts from \_\_\_\_\_ fruits that grow there too. [your/several]
5. I planted corn. \_\_\_\_\_ corn grew tall. [My/Many]

**With a partner, take turns acting out a scene with yourself and other characters. Then, use possessive and indefinite adjectives to narrate the scene.**

**Grammar: Game**

# Visiting with Object Pronouns

**Directions:**

1. With your partner, copy each of the eight sentence frames below onto separate index cards.
2. Shuffle all the sentence cards and stack them face down.
3. Take turns turning over a card and completing the sentence with an object pronoun. Your object pronoun should refer to the underlined word in the first sentence. Read your completed sentence aloud.
4. If your partner agrees that your sentence is correct, keep the card. If not, replace the card at the bottom of the stack.
5. Play until no cards remain in the stack. The player with the most cards at the end of the game wins.

- 
1. The ship is nearing the shore. I will meet \_\_\_\_\_ .
  2. I see my cousins on board, and I wave to \_\_\_\_\_ .
  3. They came to see our island and visit our family. They will stay with \_\_\_\_\_ .
  4. "Tyra and Nick, I'm happy to see \_\_\_\_\_ ," I say.
  5. They hug \_\_\_\_\_ and say I have grown taller.
  6. Nick heads toward the bus stop, and we follow \_\_\_\_\_ .
  7. Tyra climbs onto the bus that goes by our house. I hop on after \_\_\_\_\_ .
  8. Nick tells me, "We are anxious to tour this island with \_\_\_\_\_ !"

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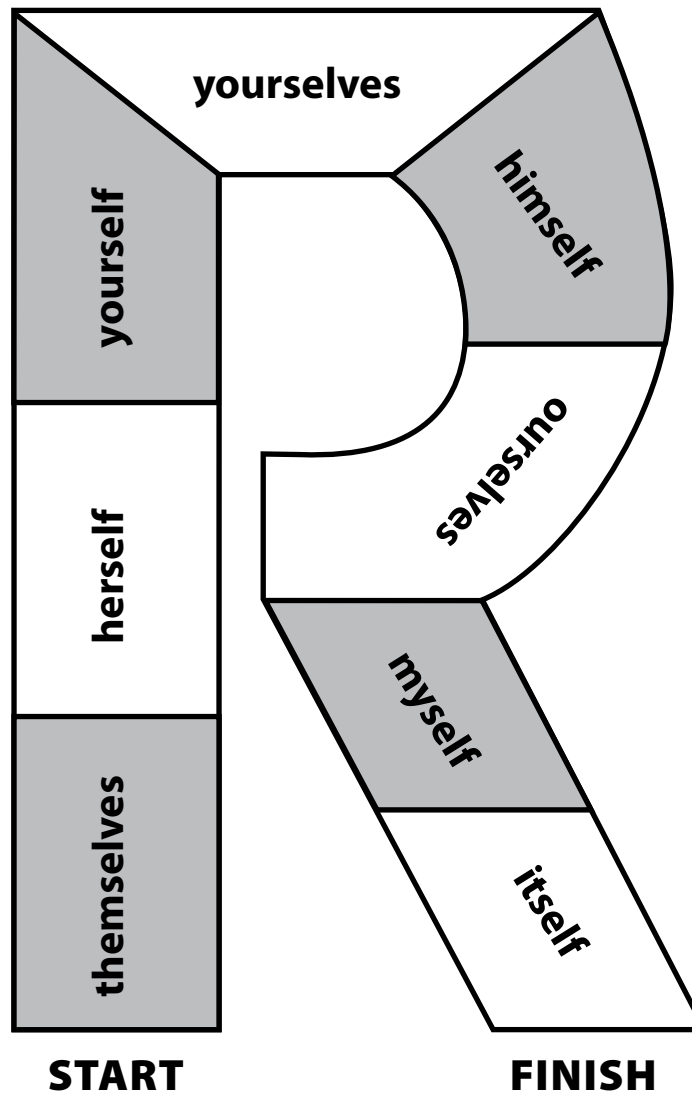
**Grammar: Game**

# Reflexive Pronoun Race

**Directions:**

1. Take turns with a partner. Player 1 flips a coin. Move one space for heads. Move two spaces for tails.
2. Read aloud the word on the space where you land and use the word in a sentence. If your partner agrees that your sentence is correct, stay where you are. If not, move back to your space at the beginning of your turn.
3. The first player to reach the finish wins.

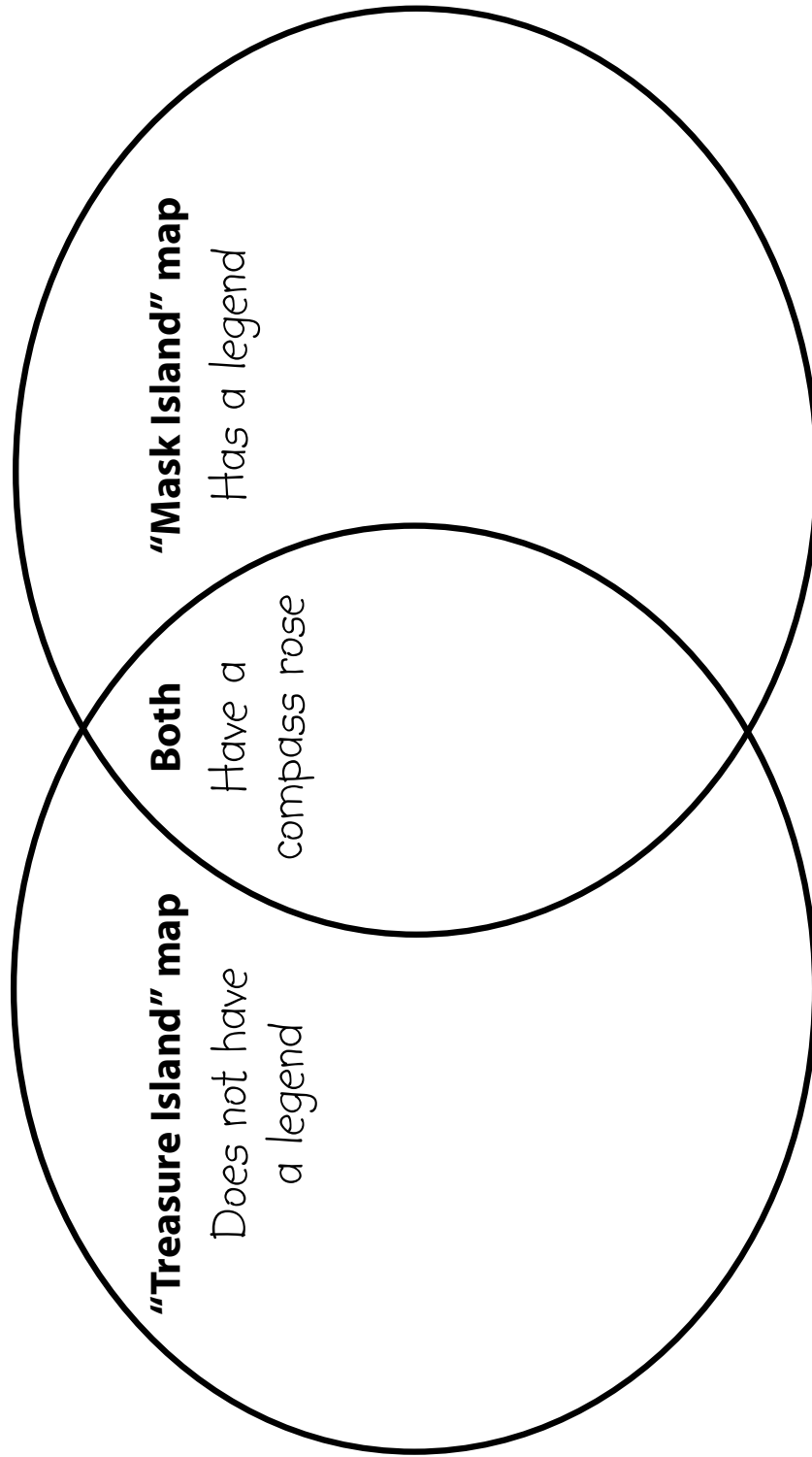
COPY READY



Venn Diagram

# Compare Texts

Complete the Venn diagram to compare the treasure maps in the selections.



 Share your Venn diagram with a partner. Talk about the features each map has.

**Grammar: Practice**

# A Tasty Treasure Hunt

## Grammar Rules Pronoun Agreement

A pronoun can take the place of a noun. The chart shows which pronoun to use.

Subject Pronouns		Object Pronouns		Pronouns that Name the Same Noun Twice	
Singular	Plural	Singular	Plural	Singular	Plural
I	we	me	us	myself	ourselves
you	you	you	you	yourself	yourselves
she	they	her	them	herself	themselves
he		him		himself	
it		it		itself	

Read the paragraph. Replace the word or words under the line with the correct pronoun.

My little brother Jake likes pirates. He reads about \_\_\_\_\_  
Jake pirates  
 all the time. My mom and I are planning a surprise for \_\_\_\_\_.  
Jake  
 \_\_\_\_\_ will hide a treasure. Then we will make a treasure map.  
Mom and I  
 Jake will use \_\_\_\_\_ to find the treasure. Mom helped \_\_\_\_\_  
map I  
 draw the map. But I hid the present by \_\_\_\_\_. I hope Jake  
I  
 shares \_\_\_\_\_ with \_\_\_\_\_. The treasure is a box full of his  
present Mom and Me  
 favorite cookies. Mom and I made them \_\_\_\_\_.  
Mom and I

 **Talk with a partner. Tell about a “treasure” you could hide for a friend. Notice the pronouns you use as you talk.**

**Mark-Up Reading**

# Today Is the Day!

by Margaret Schultz

**SCENE ONE**

[**SETTING:** Crew members stand on a Spanish ship near Florida in 1625.]

**ALFONSO**, crew member:  
 Enrique is looking for *Nuestra Señora de Atocha* now, Captain. No one has seen it since it sank in 1622. I hope we find it!

**CAPTAIN MELIÁN**, captain of the ship: He'd better hurry! We have to return to port soon, and I want that treasure!

**ALFONSO:** [*pointing*] Look, sir!

[ENRIQUE, a diver, comes to the surface of the water]

**MELIÁN:** Enrique, what did you see underwater?

**ENRIQUE:** [*waving coins*] I found gold coins, but I didn't see the *Atocha*!

**ALFONSO:** [*holding up a coin*] When we find the *Atocha*, we'll be rich!

**MELIÁN:** [*snatching the coin from Alfonso*] You'll get your share—once I take mine, first!



▲ *Nuestra Señora de Atocha* is Spanish for "Our Lady of the city of Atocha."

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Character	Information from the text	Information from the performance
Alfonso		
Captain Melián		



## Mark-Up Reading

**Today Is the Day!** (continued)**SCENE TWO**

[**SETTING:** MEL FISHER, a treasure hunter, and EUGENE LYON, a historian, sit in the cabin of MEL's boat in the 1970s.]

**EUGENE LYON:** Unfortunately for Captain Melián, he uncovered lots of coins but never found the actual ship. I think he was really close, so shouldn't we be looking in the same place? According to Melián's map, we are nowhere near the *Atocha*!



▲ The treasure on the *Atocha* was worth a fortune—more than 400 million US dollars!

**MEL FISHER:** Eugene, are you saying that all this time we have misjudged where the ship disappeared?

**EUGENE:** [*excitedly*] Yes! All along we thought the ship sank near this cluster of islands [*points at the map*]. But if I understand this map correctly, we need to look near these islands! [*He jabs at a different place on the map.*]

**MEL:** [*firmly*] Let's do it! I've already put a tremendous amount of time and money into looking for the *Atocha*. It's unthinkable to give up now!

**EUGENE:** [*eagerly*] We are going to be rich!

**MEL:** [*laughs*] It's true that the treasure is worth about four hundred million dollars, but I also want to find the ship because it's an incredible piece of history, and I want to display it in a museum so everyone can share it! Tomorrow we will start looking near those other islands.

**Mark-Up Reading**

**Today Is the Day!** (continued)

**SCENE THREE**

[**SETTING:** MEL and EUGENE are on the deck of a boat in 1985.]

**EUGENE:** [*discouraged*] Sometimes I think finding that ship is impossible! I thought we would have uncovered it by now.

**MEL:** [*encouraging*] Don't worry, Eugene, we will find it. Today is the day! I will never stop looking!

[*The radio in front of MEL crackles.*]

**KANE FISHER:** [*from the radio speaker*] Dad! Can you hear me?

**MEL:** [*scrambles to pick up the receiver*] Yes, what is it, Kane?

**KANE:** Dad, we found the *Atocha*! We finally found it!

**EUGENE:** [*shocked*] I can't believe it! [*jumps excitedly*]

**MEL:** [*laughing*] You got it, Eugene—today really *is* the day!

**Write what you learn from the text and from the performance.**

Character	Information from the text	Information from the performance
Mel Fisher		
Eugene Lyon		

COPY READY

## Grammar: Grammar and Writing

**Edit and Proofread**

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of the following:

- object pronouns
- reflexive pronouns
- subject pronouns

**Editing and Proofreading Marks**

^	Add.
↷	Take out.
⌒ ^	Move to here.
^,	Add comma.
Ⓢ	Add period.

herself  
 Mom cooled ~~himself~~ with a magazine, waving it in front of her  
 ^  
 face. She put them down and sighed. "It's too hot today," you said.  
 "Let's go to the beach."

Mom didn't have to convince us! We piled ourselves into the car and headed for the shore. My little brother yapped all the way. I glared at her sharply. "Be quiet!" I said.

When we got there, they ran to the ocean. We flung myself in the cool water. Mom had a picnic, and I helped me spread it out on a blanket. Later I played a pirate game with my little brother. She cried when he couldn't find the buried treasure. So I drew a treasure map that he could follow.

**Grammar: Reteach**

# Musical Students

## Grammar Rules: Pronouns

<p><b>Subject pronouns</b> replace a noun in a sentence.</p>	<p>Ava is a beautiful singer. She has the best voice.</p>
<p><b>Object pronouns</b> come after an action verb or a preposition.</p>	<p>Rafael sings to friends. The friends love the songs he sings to them.</p>
<p><b>Reflexive pronouns</b> end with <i>-self</i> or <i>-selves</i>. They refer to the subject in a sentence.</p>	<p>Ava taught herself how to sing.</p>
<p>Nouns and pronouns agree because they refer to the same person or thing.</p>	<p>Ray and Max walk home. They sing the whole way.</p>

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Read the sentences below. Circle pronouns and draw an arrow to nouns they agree with.

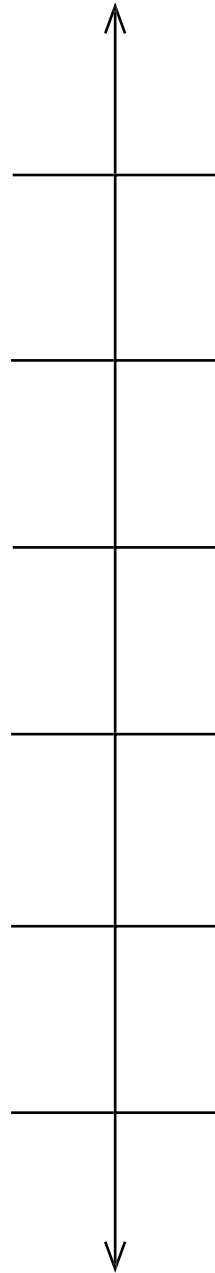
1. Mrs. Lee teaches music. She has the most popular class.
2. Tomorrow, the parents will come listen. They are excited.
3. All the students are proud of themselves.
4. Ava and Rafael practice a lot with friends who practice with them.
5. Rafael is especially pleased with himself.

**With a partner, discuss the music you like. Use subject, object, and reflexive pronouns.**

# Make a Time Line

Make a time line to show the steps you took to find a lost object.

Time Line



COPY READY

 Use your time line to tell a partner about your search for a lost object.

**Grammar: Game**

# Demonstrate Your Knowledge!

**Directions:**

1. With a partner, cut out the first three rows of word cards and spread them out face up on a table.
2. Cut out the last two rows of cards. Use colored pencils or crayons to draw the item or items named on each card. Spread the picture cards on the table beside the word cards.
3. Take turns choosing four or more cards to make a sentence. For each sentence, use *this*, *that*, *these*, or *those* as a demonstrative adjective or a demonstrative pronoun.
4. If your partner correctly identifies how you used the word (as a demonstrative adjective or as a demonstrative pronoun), he or she gets one point.
5. Play until you have each made at least six different sentences. The player with more points at the end wins.

this	that	these	those
is	are	a	.
rusty	silver	gold	cracked
(plate)	(plates)	(ring)	(rings)
(sword)	(swords)	(coin)	(coins)

COPY READY

**Grammar: Grammar and Writing**

# Edit and Proofread

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

- demonstrative adjectives
- indefinite adjectives
- demonstrative pronouns

### Editing and Proofreading Marks

^	Add.
~	Take out.
○ ^	Move to here.
^,	Add comma.
⊙	Add period.

COPY READY

This  
~~That~~ place sure is dark," I thought as we entered the cave. "This  
 ^  
 sounds like a bat flying overhead." These was my first outing with  
 the Young Explorers Club. I didn't think trip this would be so creepy!

Inside the cave, Mr. Madsen pointed up to some long spears hanging from the cave ceiling. "This are stalactites," he said. Then we crowded close around formations rising up from the cave floor like castle towers. Mr. Madsen explained, "Those formations are called stalagmites. That are famous because they are so tall."

When he pointed to an exit sign and said, "Let's go way," I was relieved. I was happy to get out of this cave!

**Test-Taking Strategy Practice****Write Fluid Sentences**

**Directions:** Read each pair of sentences. Then read the questions. Choose the best answer.

**Sample**

We found Spanish coins in many sizes.

We found Spanish coins in many shapes.

- 1** Which is the best way to combine the sentences?
- Ⓐ We found Spanish coins in many sizes and many shapes.
  - Ⓑ We found Spanish coins in many sizes and shapes.
  - Ⓒ We found Spanish coins in many sizes and we found them in many shapes.
  - Ⓓ We found coins in many sizes and shapes from Spain.

The ship's treasures sank into the ocean.

The ship's treasures disappeared into the ocean.

- 2** Which is the best way to combine the sentences?
- Ⓐ The ship's treasures sank into the ocean and the treasures disappeared in the ocean.
  - Ⓑ The ship's treasures sank and disappeared.
  - Ⓒ The ship's treasures sank into the ocean and disappeared.
  - Ⓓ The ship's treasures sank. They disappeared into the ocean.

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

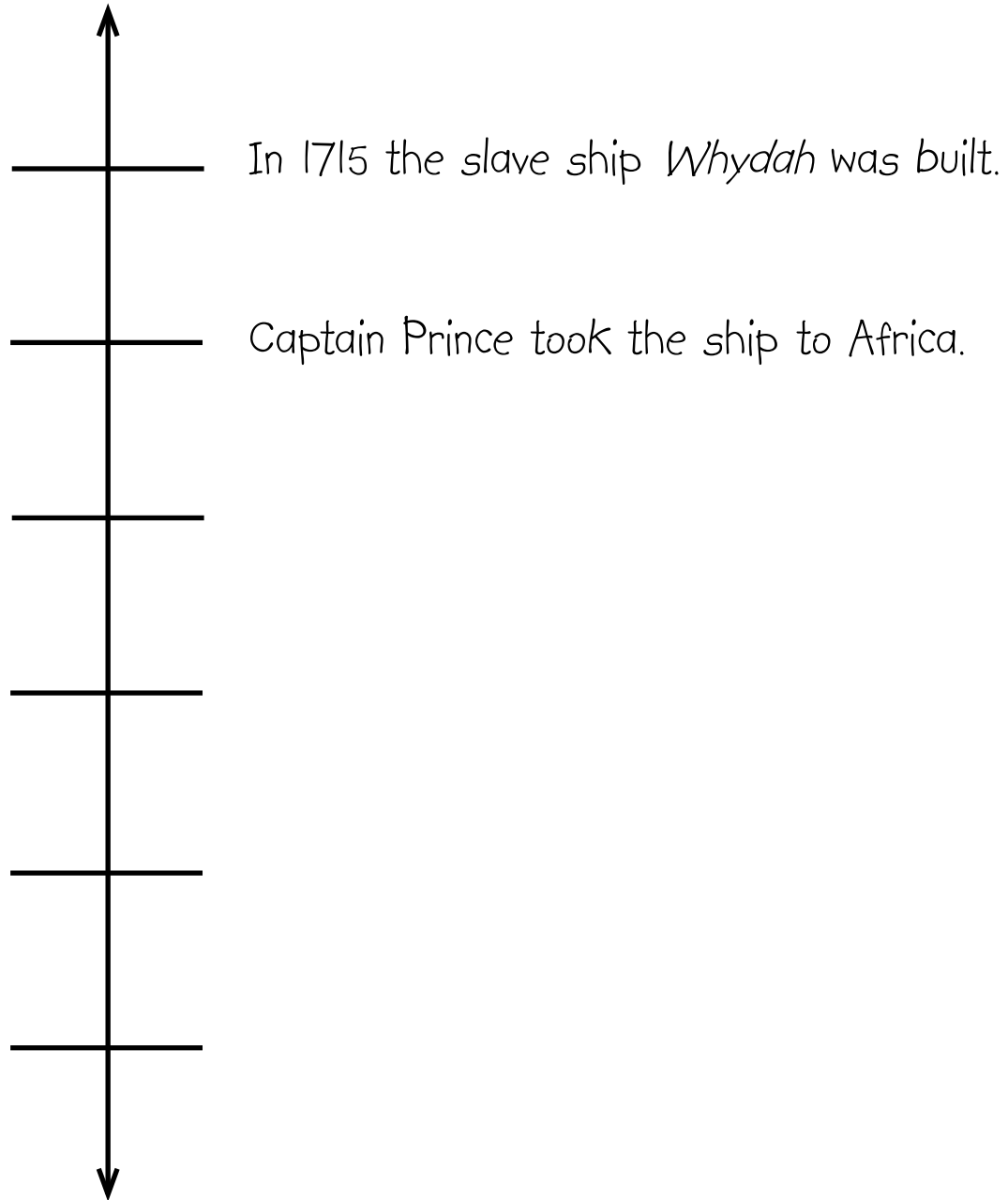


Time Line

# "Real Pirates"

Complete the time line to tell the sequence of events in "Real Pirates."

COPY READY



 Use your time line to retell the article to a partner.

**Fluency Practice**

# "Real Pirates"

Use this passage to practice reading with proper phrasing.

After capturing the *Whydah*, the pirates sailed north, robbing 9  
 more rich ships on the way. 15

Then the *Whydah* was struck by a storm off Cape Cod on 27  
 the night of April 26, 1717. Strong winds drove the *Whydah* onto 39  
 a sandbar just 500 feet from shore. The ship was slammed by 51  
 waves up to twenty feet high. Soon, the mainmast snapped. 61  
 The *Whydah* was pushed off the sandbar and capsized. 70

There were 145 men and at least one boy aboard the *Whydah*. 82  
 Only two made it to shore alive. The rest died in the dark, cold water. 97

The *Whydah's* riches quickly sank. They disappeared in the 106  
 shifting sands of the Cape. There they stayed for nearly three 117  
 hundred years. 119

**From "Real Pirates," page 402**

**Intonation**

- 1 Rarely pauses while reading the text.
- 2 Occasionally pauses while reading the text.
- 3 Frequently pauses at appropriate points in the text.
- 4 Consistently pauses at all appropriate points in the text.

**Accuracy and Rate Formula**

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

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

COPY READY

## Grammar: Reteach

**Bird Watching****Grammar Rules: Demonstratives**

A **demonstrative pronoun** matches the noun it replaces. It tells if the noun is near or far.


This is an old dog. (one)  
These are old dogs. (plural)  
This is a nice dog kennel. (near)  
Those are nice dog kennels. (far)

A **demonstrative adjective** matches the noun it describes. It also tells if the noun is near or far.

This puppy is cute. (one)  
These puppies are cute. (plural)  
This puppy is mine. (near)  
That puppy across the street is his. (far)

Circle the word that correctly completes each sentence.

1. I love (this/these) five baby birds.
2. (This/Those) boys will help the birds by giving them seeds.
3. All the birds eat the seeds, except (that/those) one.
4. (That/These) taste good to most of the birds.
5. (This/Those) is nice to watch.

 Tell a partner about pets and what they like. Use demonstrative pronouns and demonstrative adjectives.

**Grammar: Game**

# Pronoun Picture

**Directions:**

1. With your partner, think of a simple picture you can draw with six lines, such as a ship, a treasure chest, or a tree, but don't draw it yet.
2. Take turns. Circle the indefinite pronoun in a sentence below. Then underline the correct form of the verb in parentheses and write it on the line to complete that sentence.
3. If your partner agrees that you circled the indefinite pronoun and completed the sentence with the correct verb, add one line to the picture.
4. If not, your partner corrects the sentence and adds a line to the picture.
5. After all sentences are complete, your picture will be complete, too!

- 
1. Each of the sailors \_\_\_\_\_ minor injuries after the pirates attacked the Sea Queen. (have/has)
  2. Someone on the Sea Queen \_\_\_\_\_ an island in the distance, and wonders if a doctor lives there. (sees/see)
  3. However, nobody \_\_\_\_\_ the rowboat there that day. (take/takes)
  4. Something on the Sea Queen \_\_\_\_\_ damaged in the fight. (were/was)
  5. Nothing \_\_\_\_\_ the sailors more than damage to their ship. (worry/worries)
  6. Everybody \_\_\_\_\_ to fix the damage before going to the island. (agrees/agree)

**Grammar: Game**

# Who Does What?

**Directions:**

1. With your team, cut apart the indefinite pronoun cards on this page. Set them aside.
2. Then collaborate to write four sentences. Have each sentence begin with a singular indefinite pronoun and include a present tense verb. Here are some examples:

*Somebody wants to explore the desert.*

*Nobody in my family likes peppermint.*

3. Play with another team. Combine your indefinite pronoun cards, shuffle them, and spread them face down on a table. Then exchange the papers on which you have written your sentences.
4. Team 1 draws a card and rewrites the first sentence using the plural indefinite pronoun on the card and paying attention to the verb form. Team 1 reads its new sentence aloud.
5. If Team 2 agrees that the sentence is correct, Team 1 gets a point.
6. Then Team 2 takes a turn.
7. Play continues until all the sentences have been changed. The team with more points wins.

<b>Both</b>	<b>Few</b>	<b>Many</b>	<b>Several</b>
-------------	------------	-------------	----------------

**Comparison Chart**

# Compare Media Texts

Use the comparison chart to compare “La Belle Shipwreck” to a blog.

Feature	Web Article	Blog
<b>Title</b>	“La Belle Shipwreck”	
<b>Name of author</b>	Texas Beyond History	
<b>Date when written</b>	no	
<b>Is the text in sections?</b>		
<b>Are there pictures?</b>		
<b>Does the information change often?</b>		
<b>Are there mostly facts or mostly opinions?</b>		
<b>Are there links to other articles and Web sites or definitions?</b>		

 Take turns with a partner. Ask each other questions about the features of Web articles and blogs.

## Grammar: Practice

**The Treasure Is Yours****Grammar Rules Possessive Pronouns**

Use **possessive pronouns** to show that someone owns something.


<b>Possessive Pronouns</b>	mine	yours	his	hers	ours	theirs
----------------------------	------	-------	-----	------	------	--------

A possessive pronoun does not come before a noun.

A possessive pronoun stands alone.

Answer each question with a possessive pronoun.

- Are these their ships? No, the ships are not theirs.
- Is this La Salle's ship? Yes, this ship is \_\_\_\_\_.
- Is this our shipwreck? Yes, this shipwreck is \_\_\_\_\_.
- Is this the woman's shoe? Yes, this shoe is \_\_\_\_\_.
- Are these your tools? No, those tools are \_\_\_\_\_.
- Is that your treasure? Yes, this treasure is \_\_\_\_\_.

 Ask a partner questions about classroom objects. Use language frames: **Whose \_\_\_\_\_ is this? Whose \_\_\_\_\_ are these? Have your partner use possessive pronouns to answer the questions. Then switch roles.**

http://www.ngreach.com
Q

# The *Mary Rose*

Ship's History
About the Exhibit
Links
Contact Us

**Ship's History**


- **Henry's Favorite Ship**
- **Rediscovering the Ship**
- **A Museum for the *Mary Rose***

## Henry's Favorite Ship

On July 19, 1545, King Henry VIII of England watched with admiration as the *Mary Rose* sailed away. Historians believe that the *Mary Rose* was the king's favorite ship because he had named it after his sister, Mary, and his family's symbol, the rose. Even though the ship had a pretty name, its job was not so pretty. The *Mary Rose* was a massive wooden battleship. Henry was at war with the French.

The *Mary Rose* had a number of large guns that could damage opposing ships. The guns were below deck, and the crew would fire them through windows, called gun ports. When the crew was not using the guns, they kept the gun ports shut to keep the seawater out. But on this day, because the *Mary Rose* was headed into battle, the gun ports were wide open.

The wind was blowing hard. As the crew of the *Mary Rose* tried to make a complicated turn, the ship started to lean too far to one side. Since the gun ports on that side of the ship were open, water flooded rapidly into the hold. Henry watched with horror as his favorite ship and its crew quickly sank to the bottom of the sea.



▲ The *Mary Rose* carried heavy cannons.

← →

**COPY READY**



## Mark-Up Reading

**The Mary Rose**

Ship's History    About the Exhibit    Links    Contact Us

**Ship's History**

- Henry's Favorite Ship
- **Rediscovering the Ship**
- A Museum for the *Mary Rose*

**Rediscovering the Ship**

Hundreds of years passed before anyone found the wreck of the *Mary Rose*. There was a reason why it was so hard to find: strong currents carried mud and silt over the sunken ship, and a layer of clay built up on top of the wreckage. The clay preserved the ship but also made it difficult to spot it on the sea floor.

In 1836, a fisherman's net snagged on something. What was it? A piece of the ship that was sticking out of the clay grabbed the net! The fisherman contacted a diver named John Deane, a diver who used a helmet that allowed him to breathe under water for short periods of time. After bringing up one of the guns from the ship, Deane knew he had found the *Mary Rose*. He collected a few more items but then decided that most of the wreckage was too difficult to bring to the surface.

In the 1960s, an underwater archaeologist named Alexander McKee went in search of the *Mary Rose*. McKee knew that the fisherman and Deane had found the ship more than 100 years before, but he did not know the exact location. Using modern equipment, McKee was able to rediscover the ship. After years of underwater excavation, McKee and his team pulled the entire boat out of the water in 1982. What a feat!

**The Mary Rose**

Ship's History    About the Exhibit    Links    Contact Us

**Ship's History**

- **Henry's Favorite Ship**
- **Rediscovering the Ship**
- **A Museum for the Mary Rose**

**A Museum for the Mary Rose**

Scientists have examined more than 19,000 artifacts from the ship. They have put the ship and some of the items on display in a museum for the enjoyment of visitors. The exhibition has plates, mugs, board games, shoes, guns, musical instruments, and other items that the crew possessed.

Instead of the fabulous wealth most treasure hunters hoped to find, only 27 gold coins were found on board. But visitors to the museum come to see a different kind of treasure. They get a glimpse into what life was like for King Henry VIII's sailors in 1545. It is almost like traveling back through time.

▲ The Mary Rose Museum is in Portsmouth, England.

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**Explanation**

How I will use blue links in text: \_\_\_\_\_

How I will use the menu: \_\_\_\_\_

How I will use the submenu: \_\_\_\_\_

How I will use the navigation arrows: \_\_\_\_\_

How the online text features can help me understand the article and more about the topic: \_\_\_\_\_

**Grammar: Grammar and Writing**

# Edit and Proofread

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of:

- indefinite pronouns
- possessive pronouns

### Editing and Proofreading Marks

^	Add.
~	Take out.
⌢ ^	Move to here.
^,	Add comma.
Ⓢ	Add period.

“Who is your explorer?” my friend Ava asked as we rode the bus home from school. <sup>Mine</sup> ~~Yours~~ is Henry Hudson.”

“Hey!” I said. “My explorer is the same as yours explorer! Both of us has Henry Hudson.”

“Cool,” Ava said. “Nobody are as lucky as we are! We can write our reports together. Theirs will be really good.”

After an hour of work, Ava read my report and I read her. “They’re not very good,” I said. “Each of us need to do better.”

“Well, anything are better than nothing,” Ava replied.

**Grammar: Reteach**

# Party Time

## Grammar Rules: Pronouns

**Indefinite pronouns** can replace nouns. They don't give details. They are

- singular, such as everyone, someone, and no one
- or plural, such as both, few, many, and several.

Everyone at the party is happy.

No one is unhappy.

Someone plays music.

Several are singing.

Few are leaving early.

**Possessive pronouns** tell who or what owns something.

- They do not have apostrophes.

The decorations are hers.

The chips are his.

The dog is happy. Its tail wags.

Complete each sentence with the correct singular or plural verb to match the pronoun or with the correct possessive pronoun.

1. Several \_\_\_\_\_ excited about the party when they arrive.
2. Anyone \_\_\_\_\_ welcomed to help me clean up now.
3. My turtle hid in his tank. \_\_\_\_\_ tank is big.
4. Isabel made the decorations. They are \_\_\_\_\_ .
5. Miguel brought the chips. They are \_\_\_\_\_ .

 Tell a partner about a good time you had. Use indefinite and possessive pronouns to describe it.

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

**Unit Concept Map**

## Treasure Hunters

Make a concept map with the answers to the Big Question: Why do we seek treasure?

Reasons We Seek Treasure

- to learn about the past
- to get rich
- to preserve things from the past
- to learn about the past
- as an adventure

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**PM6.1** Unit 6 | Treasure Hunters

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

**Character Map**

## Finding a Treasure

Complete a character map for a favorite character. In the top squares, note the important events in the story, and the important relationships the character has. In the bottom squares, explain how the character changes and why.

**Character Map**

<b>Events</b> Responses will vary.	<b>Relationships</b> Responses will vary.
---------------------------------------	--

**Character** \_\_\_\_\_

<b>Beginning</b> Responses will vary.	<b>Middle</b> Responses will vary.	<b>End</b> Responses will vary.
--	---------------------------------------	------------------------------------

Use your character map to tell your partner how and why your character changed.

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**PM6.2** Unit 6 | Treasure Hunters

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

**Grammar: Game**

## Indefinite Adjective Tic-Tac-Toe

1. Play with a partner. Take turns selecting an indefinite adjective from the word box.
2. Use the indefinite adjective in a sentence. If your partner agrees that you used it correctly, put an X or an O on the tic-tac-toe grid. If not, do not make a mark, and allow your partner to take a turn.
3. Take turns playing until someone gets three X's or three O's in a row.
4. Play the game three more times.

How Many		How Much	
many	several	much	not much
some	few	some	a little
a lot of	no	a lot of	no


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**PM6.3** Unit 6 | Treasure Hunters

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

**Grammar: Grammar and Writing**

## Edit and Proofread

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

- possessive adjectives
- indefinite adjectives
- subject pronouns

Editing and Proofreading Marks	
^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

Today I went to a birthday party for Kim, a girl in <sup>my</sup>his class. I was nervous because I am new at school. The other kids have known each <sup>many</sup>many (several/a lot of) They other for <sup>much</sup>much years. <sup>You</sup>are really good friends.

Fortunately, the party was <sup>many</sup>fun! Kim's mom had arranged a scavenger hunt. <sup>She</sup>He gave pairs of us a list of clues. <sup>My</sup>Their buddy was a boy named Sunil. <sup>We</sup>He made a great team!

Some clues were pretty hard. One clue said to take five steps north. Sunil said, "No <sup>problem</sup>problem—this way is north." <sup>She</sup>He is so good at directions! It didn't take us <sup>many</sup>time to find the treasure. Best of all, <sup>I</sup>it had forgotten all about being nervous.

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**PM6.4** Unit 6 | Treasure Hunters

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

**Test-Taking Strategy Practice**

## Predict the Answer

Read each question about "Treasure Island." Choose the best answer.

**Sample**

**1** Who hid in the barrel and overheard the sailors talking?

- A Jim
- B Long John Silver
- C Trelawney
- D Smollett

**2** When Jim is hiding in the barrel, what does he learn about Long John Silver?

- A He is a cook.
- B He is a pirate.
- C He tells interesting stories.
- D He has a wooden leg.

**3** Who hid the treasure in the cave?

- A Jim
- B Trelawney
- C Ben
- D Long John Silver

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

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

**Character Map**

## "Treasure Island"

Complete the character map to tell how Jim changes in the play.

**Character Map**

<p style="text-align: center;"><b>Events</b></p> <p>joining the treasure hunt hearing the pirate's plan hiding in the rowboat finding Ben being captured by the pirates breaking free</p>	<p style="text-align: center;"><b>Relationships</b></p> <p>Dr. Livesey Long John Silver Ben Smollett Trelawney</p>	
<p><b>Jim</b></p>		
<p style="text-align: center;"><b>Beginning</b></p> <p>boyish but brave</p>	<p style="text-align: center;"><b>Middle</b></p> <p>Possible response: foolish for trusting Long John Silver</p>	<p style="text-align: center;"><b>End</b></p> <p>Possible response: more cautious about people; wiser from his adventure</p>

Use your character map to retell the story to a partner and explain how Jim changed.

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

**Fluency Practice**

## "Treasure Island"

Expression is how you use your voice to express feeling. Use this passage to practice reading with proper expression.

JIM [enters from offstage, alone and out of breath]: I think I've lost them. [hopeless] I was foolish. Why didn't I stay with my friends? [points upstage] There's a cave! I'll hide there! [JIM goes into the cave. BEN GUNN enters the cave from offstage.]  
JIM and BEN [surprised]: Oh!  
BEN: Are you real, boy? Who are you?  
JIM: I'm Jim Hawkins. Who are you?  
BEN: I'm Ben Gunn. For three years I've been alone here!  
JIM: Were you shipwrecked?  
BEN: No, I was marooned, left here to die. I stayed alive by trapping wild goats. What I wouldn't give for a bit of toasted cheese! Tell me true, boy! Is that Flint's ship out there?

From "Treasure Island," page 373

**Intonation**

- |   |   |
|---|---|
| <input type="checkbox"/> 1 Does not read with feeling.                          | <input type="checkbox"/> 3 Reads with appropriate feeling for most content. |
| <input type="checkbox"/> 2 Reads with some feeling, but does not match content. | <input type="checkbox"/> 4 Reads with appropriate feeling for all content.  |

**Accuracy and Rate Formula**

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

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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

**Grammar: Reteach**

## Gardens

**Grammar Rules: Adjectives**

**Possessive adjectives** come before a noun. They show who possesses, or owns, something.

My plants grow well.  
Their plants do not grow well.  
His plants have pretty flowers.

**Indefinite adjectives** also come before a noun. Use these when you are not sure of the number.

Many people like plants.  
Most people like growing plants.  
Several friends grow plants.

Write the correct adjective to complete each sentence.

- Mark and Pedro planted a community garden. Their garden grows fast. [His/Their]
- We also started a garden. We love our new fresh vegetables. [our/her]
- My sister cooks all our meals with vegetables from the garden. Most meals are delicious. [Most/Their]
- Tai has made desserts from several fruits that grow there too. [your/several]
- I planted corn. My corn grew tall. [My/Many]

With a partner, take turns acting out a scene with yourself and other characters. Then, use possessive and indefinite adjectives to narrate the scene.

**Grammar: Game**

### Visiting with Object Pronouns

**Directions:**

1. With your partner, copy each of the eight sentence frames below onto separate index cards.
2. Shuffle all the sentence cards and stack them face down.
3. Take turns turning over a card and completing the sentence with an object pronoun. Your object pronoun should refer to the underlined word in the first sentence. Read your completed sentence aloud.
4. If your partner agrees that your sentence is correct, keep the card. If not, replace the card at the bottom of the stack.
5. Play until no cards remain in the stack. The player with the most cards at the end of the game wins.

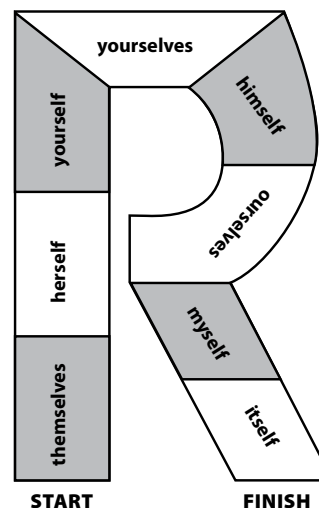
1. The ship is nearing the shore. I will meet it.
2. I see my cousins on board, and I wave to them.
3. They came to see our island and visit our family. They will stay with us.
4. "Tyra and Nick, I'm happy to see you," I say.
5. They hug me and say I have grown taller.
6. Nick heads toward the bus stop, and we follow him.
7. Tyra climbs onto the bus that goes by our house. I hop on after her.
8. Nick tells me, "We are anxious to tour this island with you!"

**Grammar: Game**

### Reflexive Pronoun Race

**Directions:**

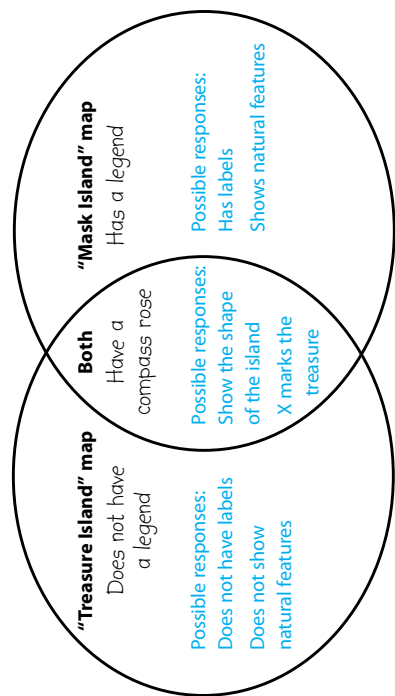
1. Take turns with a partner. Player 1 flips a coin. Move one space for heads. Move two spaces for tails.
2. Read aloud the word on the space where you land and use the word in a sentence. If your partner agrees that your sentence is correct, stay where you are. If not, move back to your space at the beginning of your turn.
3. The first player to reach the finish wins.



**Venn Diagram**

### Compare Texts

Complete the Venn diagram to compare the treasure maps in the selections.



Share your Venn diagram with a partner. Talk about the features each map has.

**Grammar: Practice**

### A Tasty Treasure Hunt

**Grammar Rules Pronoun Agreement**

A pronoun can take the place of a noun. The chart shows which pronoun to use.

Subject Pronouns		Object Pronouns		Pronouns that Name the Same Noun Twice	
Singular	Plural	Singular	Plural	Singular	Plural
I	we	me	us	myself	ourselves
you	you	you	you	yourself	yourselves
she	they	her	them	herself	themselves
he		him		himself	
it		it		itself	

Read the paragraph. Replace the word or words under the line with the correct pronoun.

My little brother Jake likes pirates. He reads about them pirates all the time. My mom and I are planning a surprise for him Jake. We will hide a treasure. Then we will make a treasure map. Mom and I Jake will use it map to find the treasure. Mom helped me draw the map. But I hid the present by myself. I hope Jake shares it present with us Mom and Me. The treasure is a box full of his favorite cookies. Mom and I made them ourselves Mom and I.

Talk with a partner. Tell about a "treasure" you could hide for a friend. Notice the pronouns you use as you talk.

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

**Mark-Up Reading**

## Today Is the Day!

by Margaret Schultz

**SCENE ONE**

[**SETTING:** Crew members stand on a Spanish ship near Florida in 1625.]

**ALFONSO**, crew member: Enrique is looking for *Nuestra Señora de Atocha* now, Captain. No one has seen it since it sank in 1622. **I hope we find it!**



▲ *Nuestra Señora de Atocha* is Spanish for "Our Lady of the city of Atocha."

**CAPTAIN MELIÁN**, captain of the ship: **He'd better hurry!** We have to return to port soon, and **I want that treasure!**

**ALFONSO:** [pointing] **Look, sir!**

[ENRIQUE, a diver, comes to the surface of the water]

**MELIÁN:** Enrique, what did you see underwater?

**ENRIQUE:** [waving coins] I found gold coins, but I didn't see the *Atocha*!

**ALFONSO:** [holding up a coin] When we find the *Atocha*, **we'll be rich!**

**MELIÁN:** [snatching the coin from Alfonso] **You'll get your share—once I take mine, first!**

Character	Information from the text	Information from the performance
Alfonso	He is hopeful that they will find the ship.	He is afraid of Captain Melián.
Captain Melián	He is in a hurry to get the treasure.	He is loud and cruel.

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**PM6.13**

**Unit 6** | Treasure Hunters

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

**Mark-Up Reading**

## Today Is the Day!

(continued)

**SCENE TWO**

[**SETTING:** MEL FISHER, a treasure hunter, and EUGENE LYON, a historian, sit in the cabin of MEL'S boat in the 1970s.]



▲ The treasure on the *Atocha* was worth a fortune—more than 400 million US dollars!

**EUGENE LYON:** Unfortunately for Captain Melián, he uncovered lots of coins but never found the actual ship. I think he was really close, so shouldn't we be looking in the same place? **According to Melián's map**, we are nowhere near the *Atocha*!

**MEL FISHER:** Eugene, are you saying that all this time we have misjudged where the ship disappeared?

**EUGENE:** [excitedly] Yes! All along we thought the ship sank near this cluster of islands [points at the map]. But if I understand this map correctly, we need to look near these islands! [He jabs at a different place on the map.]

**MEL:** [firmly] Let's do it! **I've already put a tremendous amount of time and money** into looking for the *Atocha*. **It's unthinkable to give up now!**

**EUGENE:** [eagerly] **We are going to be rich!**

**MEL:** [laughs] It's true that the treasure is worth about four hundred million dollars, but I also want to find the ship because **it's an incredible piece of history**, and **I want to display it in a museum** so everyone can share it! Tomorrow we will start looking near those other islands.

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**PM6.14**

**Unit 6** | Treasure Hunters

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

**Mark-Up Reading**

## Today Is the Day!

(continued)

**SCENE THREE**

[**SETTING:** MEL and EUGENE are on the deck of a boat in 1985.]

**EUGENE:** [discouraged] Sometimes I think finding that ship is impossible! I thought we would have uncovered it by now.

**MEL:** [encouraging] Don't worry, Eugene, we will find it. Today is the day! **I will never stop looking!**

[The radio in front of MEL crackles.]

**KANE FISHER:** [from the radio speaker] Dad! Can you hear me?

**MEL:** [scrambles to pick up the receiver] Yes, what is it, Kane?

**KANE:** Dad, we found the *Atocha*! We finally found it!

**EUGENE:** [shocked] **I can't believe it!** [jumps excitedly]

**MEL:** [laughing] **You got it, Eugene**—today really is the day!

Write what you learn from the text and from the performance.

Character	Information from the text	Information from the performance
Mel Fisher	<ul style="list-style-type: none"> <li>• He is a treasure hunter.</li> <li>• He wants to share his treasure.</li> </ul>	<ul style="list-style-type: none"> <li>• He is a leader.</li> <li>• He is cheerful.</li> </ul>
Eugene Lyon	<ul style="list-style-type: none"> <li>• He is excited and eager.</li> <li>• He wants to be rich.</li> </ul>	<ul style="list-style-type: none"> <li>• He is bossy.</li> </ul>

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**PM6.15**

**Unit 6** | Treasure Hunters

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

**Grammar: Grammar and Writing**

## Edit and Proofread

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of the following:

- object pronouns
- reflexive pronouns
- subject pronouns

**Editing and Proofreading Marks**

^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

herself  
 Mom cooled himself with a magazine, waving it in front of her face. She put them down and sighed. "It's too hot today," she said. "Let's go to the beach."

ourselves  
 Mom didn't have to convince us! We piled ourselves into the car and headed for the shore. My little brother yapped all the way. I glared at her sharply. "Be quiet!" I said.

we  
 When we got there, they ran to the ocean. We flung myself in the cool water. Mom had a picnic, and I helped me spread it out on a blanket. Later I played a pirate game with my little brother. She cried when he couldn't find the buried treasure. So I drew a treasure map that he could follow.

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**PM6.16**

**Unit 6** | Treasure Hunters



**Grammar: Reteach**

### Musical Students

**Grammar Rules: Pronouns**

<b>Subject pronouns</b> replace a noun in a sentence.	Ava is a beautiful singer. She has the best voice.
<b>Object pronouns</b> come after an action verb or a preposition.	Rafael sings to friends. The friends love the songs he sings to them.
<b>Reflexive pronouns</b> end with <i>-self</i> or <i>-selves</i> . They refer to the subject in a sentence.	Ava taught herself how to sing.
Nouns and pronouns agree because they refer to the same person or thing.	Ray and Max walk home. They sing the whole way.

Read the sentences below. Circle pronouns and draw an arrow to nouns they agree with.

- Mrs. Lee teaches music. She has the most popular class.
- Tomorrow, the parents will come listen. They are excited.
- All the students are proud of themselves.
- Ava and Rafael practice a lot with friends who practice with them.
- Rafael is especially pleased with himself.

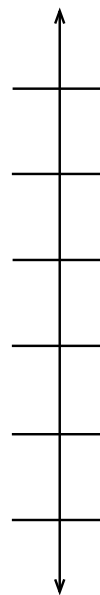
With a partner, discuss the music you like. Use subject, object, and reflexive pronouns.

**Time Line**

### Make a Time Line

Make a time line to show the steps you took to find a lost object.

**Time Line**



Responses will vary.

Use your time line to tell a partner about your search for a lost object.

**Grammar: Game**

### Demonstrate Your Knowledge!

**Directions:**

- With a partner, cut out the first three rows of word cards and spread them out face up on a table.
- Cut out the last two rows of cards. Use colored pencils or crayons to draw the item or items named on each card. Spread the picture cards on the table beside the word cards.
- Take turns choosing four or more cards to make a sentence. For each sentence, use *this*, *that*, *these*, or *those* as a demonstrative adjective or a demonstrative pronoun.
- If your partner correctly identifies how you used the word (as a demonstrative adjective or as a demonstrative pronoun), he or she gets one point.
- Play until you have each made at least six different sentences. The player with more points at the end wins.

this	that	these	those
is	are	a	.
rusty	silver	gold	cracked
(plate)	(plates)	(ring)	(rings)
(sword)	(swords)	(coin)	(coins)

**Grammar: Grammar and Writing**

### Edit and Proofread

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

- demonstrative adjectives
- indefinite adjectives
- demonstrative pronouns

**Editing and Proofreading Marks**

^	Add.
↗	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

This place sure is dark," I thought as we entered the cave. "That sounds like a bat flying overhead." This was my first outing with the Young Explorers Club. I didn't think trip this would be so creepy!

Inside the cave, Mr. Madsen pointed up to some long spears hanging from the cave ceiling. "These are stalactites," he said. Then we crowded close around formations rising up from the cave floor like castle towers. Mr. Madsen explained, "These formations are called stalagmites. That are famous because they are so tall."

When he pointed to an exit sign and said, "Let's go way," I was relieved. I was happy to get out of this cave!

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

**Test-Taking Strategy Practice**

## Write Fluid Sentences

Directions: Read each pair of sentences. Then read the questions. Choose the best answer.

**Sample**

We found Spanish coins in many sizes.  
We found Spanish coins in many shapes.

1 Which is the best way to combine the sentences?

A We found Spanish coins in many sizes and many shapes.  
 B We found Spanish coins in many sizes and shapes.  
 C We found Spanish coins in many sizes and we found them in many shapes.  
 D We found coins in many sizes and shapes from Spain.

The ship's treasures sank into the ocean.  
The ship's treasures disappeared into the ocean.

2 Which is the best way to combine the sentences?

A The ship's treasures sank into the ocean and the treasures disappeared in the ocean.  
 B The ship's treasures sank and disappeared.  
 C The ship's treasures sank into the ocean and disappeared.  
 D The ship's treasures sank. They disappeared into the ocean.

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

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

**Time Line**

## "Real Pirates"

Complete the time line to tell the sequence of events in "Real Pirates."

In 1715 the slave ship *Whydah* was built.

Captain Prince took the ship to Africa.

Captain Prince surrendered the ship to pirate Sam Bellamy.

The pirates sailed the ship north and robbed other ships.

On April 26, 1717, the *Whydah* sank in a storm off Cape Cod.

In July 1984, explorers found the shipwreck.

Use your time line to retell the article to a partner.

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

**Fluency Practice**

## "Real Pirates"

Use this passage to practice reading with proper phrasing.

After capturing the *Whydah*, the pirates sailed north, robbing more rich ships on the way. 9 15

Then the *Whydah* was struck by a storm off Cape Cod on the night of April 26, 1717. Strong winds drove the *Whydah* onto a sandbar just 500 feet from shore. The ship was slammed by waves up to twenty feet high. Soon, the mainmast snapped. The *Whydah* was pushed off the sandbar and capsized. 27 39 51 61 70

There were 145 men and at least one boy aboard the *Whydah*. Only two made it to shore alive. The rest died in the dark, cold water. 82 97

The *Whydah*'s riches quickly sank. They disappeared in the shifting sands of the Cape. There they stayed for nearly three hundred years. 106 117 119

**From "Real Pirates," page 402**

**Intonation**

1 Rarely pauses while reading the text.  3 Frequently pauses at appropriate points in the text.  
 2 Occasionally pauses while reading the text.  4 Consistently pauses at all appropriate points in the text.

**Accuracy and Rate Formula**

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

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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

**Grammar: Reteach**

## Bird Watching

**Grammar Rules: Demonstratives**

<b>A demonstrative pronoun</b> matches the noun it replaces. It tells if the noun is near or far.	<u>This</u> is an old dog. (one) <u>These</u> are old dogs. (plural) <u>This</u> is a nice dog kennel. (near) <u>Those</u> are nice dog kennels. (far)
<b>A demonstrative adjective</b> matches the noun it describes. It also tells if the noun is near or far.	<u>This</u> puppy is cute. (one) <u>These</u> puppies are cute. (plural) <u>This</u> puppy is mine. (near) <u>That</u> puppy across the street is his. (far)

Circle the word that correctly completes each sentence.

- I love (this/these) five baby birds.
- (This/Those) boys will help the birds by giving them seeds.
- All the birds eat the seeds, except (that/those) one.
- (That/These) taste good to most of the birds.
- (This/Those) is nice to watch.

Tell a partner about pets and what they like. Use demonstrative pronouns and demonstrative adjectives.

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**Grammar: Game**

### Pronoun Picture

**Directions:**

1. With your partner, think of a simple picture you can draw with six lines, such as a ship, a treasure chest, or a tree, but don't draw it yet.
2. Take turns. Circle the indefinite pronoun in a sentence below. Then underline the correct form of the verb in parentheses and write it on the line to complete that sentence.
3. If your partner agrees that you circled the indefinite pronoun and completed the sentence with the correct verb, add one line to the picture.
4. If not, your partner corrects the sentence and adds a line to the picture.
5. After all sentences are complete, your picture will be complete, too!

1. Each of the sailors has minor injuries after the pirates attacked the Sea Queen. (have/has)
2. Someone on the Sea Queen sees an island in the distance, and wonders if a doctor lives there. (sees/see)
3. However, nobody takes the rowboat there that day. (take/takes)
4. Something on the Sea Queen was damaged in the fight. (were/was)
5. Nothing worries the sailors more than damage to their ship. (worry/worries)
6. Everybody agrees to fix the damage before going to the island. (agrees/agree)

**Grammar: Game**

### Who Does What?

**Directions:**

1. With your team, cut apart the indefinite pronoun cards on this page. Set them aside.
2. Then collaborate to write four sentences. Have each sentence begin with a singular indefinite pronoun and include a present tense verb. Here are some examples:  
*Somebody wants to explore the desert.*  
*Nobody in my family likes peppermint.*
3. Play with another team. Combine your indefinite pronoun cards, shuffle them, and spread them face down on a table. Then exchange the papers on which you have written your sentences.
4. Team 1 draws a card and rewrites the first sentence using the plural indefinite pronoun on the card and paying attention to the verb form. Team 1 reads its new sentence aloud.
5. If Team 2 agrees that the sentence is correct, Team 1 gets a point.
6. Then Team 2 takes a turn.
7. Play continues until all the sentences have been changed. The team with more points wins.

Both	Few	Many	Several
------	-----	------	---------

**Comparison Chart**

### Compare Media Texts

Use the comparison chart to compare "La Belle Shipwreck" to a blog.

Feature	Web Article	Blog
Title	"La Belle Shipwreck"	Responses will vary.
Name of author	Texas Beyond History	
Date when written	no	
Is the text in sections?	yes	
Are there pictures?	yes	
Does the information change often?	does not say	
Are there mostly facts or mostly opinions?	mostly facts	
Are there links to other articles and Web sites or definitions?	Possible response: no links to other articles links within Web site	

Take turns with a partner. Ask each other questions about the features of Web articles and blogs.

**Grammar: Practice**

### The Treasure Is Yours

**Grammar Rules Possessive Pronouns**

Use **possessive pronouns** to show that someone owns something.

Possessive Pronouns mine yours his hers ours theirs

A possessive pronoun does not come before a noun.

A possessive pronoun stands alone.

Answer each question with a possessive pronoun.

1. Are these their ships? No, the ships are not theirs.
2. Is this La Salle's ship? Yes, this ship is his.
3. Is this our shipwreck? Yes, this shipwreck is ours.
4. Is this the woman's shoe? Yes, this shoe is hers.
5. Are these your tools? No, those tools are hers, theirs.
6. Is that your treasure? Yes, this treasure is mine.

Ask a partner questions about classroom objects. Use language frames: Whose \_\_\_\_\_ is this? Whose \_\_\_\_\_ are these? Have your partner use possessive pronouns to answer the questions. Then switch roles.

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

**Mark-Up Reading**

**Henry's Favorite Ship**

On July 19, 1545, **King Henry VIII** of England watched with admiration as the *Mary Rose* sailed away. Historians believe that the *Mary Rose* was the king's favorite ship because he had named it after his sister, **Mary**, and his family's symbol, the rose. Even though the ship had a pretty name, its job was not so pretty. The *Mary Rose* was a massive wooden **battleship**. Henry was at **war with the French**.

The *Mary Rose* had a number of large guns that could damage opposing ships. The guns were below deck, and the crew would fire them through windows, called **gun ports**. When the crew was not using the guns, they kept the gun ports shut to keep the seawater out. But on this day, because the *Mary Rose* was headed into battle, the gun ports were wide open.

The wind was blowing hard. As the crew of the *Mary Rose* tried to make a complicated turn, the ship started to lean too far to one side. Since the gun ports on that side of the ship were open, water flooded rapidly into the hold. Henry watched with horror as his favorite ship and its crew quickly sank to the bottom of the sea.

▲ The *Mary Rose* carried heavy cannons.

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**PM6.29** Unit 6 | Treasure Hunters

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

**Mark-Up Reading**

**Rediscovering the Ship**

Hundreds of years passed before anyone found the wreck of the *Mary Rose*. There was a reason why it was so hard to find: strong currents carried mud and silt over the sunken ship, and a layer of clay built up on top of the wreckage. The clay preserved the ship but also made it difficult to spot it on the sea floor.

In 1836, a fisherman's net snagged on something. What was it? A piece of the ship that was sticking out of the clay grabbed the net! The fisherman contacted a diver named **John Deane**, a diver who used a helmet that allowed him to breathe under water for short periods of time. After bringing up one of the guns from the ship, Deane knew he had found the *Mary Rose*. He collected a few more items but then decided that most of the wreckage was too difficult to bring to the surface.

In the 1960s, an **underwater archaeologist** named **Alexander McKee** went in search of the *Mary Rose*. McKee knew that the fisherman and Deane had found the ship more than 100 years before, but he did not know the exact location. Using modern equipment, McKee was able to rediscover the ship. After years of underwater excavation, McKee and his team pulled the entire boat out of the water in 1982. What a feat!

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**PM6.30** Unit 6 | Treasure Hunters

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

**Mark-Up Reading**

**A Museum for the *Mary Rose***

Scientists have examined more than 19,000 artifacts from the ship. They have put the ship and some of the items on display in a **museum** for the enjoyment of visitors. The exhibition has plates, mugs, board games, shoes, guns, musical instruments, and other items that the crew possessed.

Instead of the fabulous wealth most treasure hunters hoped to find, only 27 gold coins were found on board. But visitors to the museum come to see a different kind of treasure. They get a glimpse into what life was like for King Henry VIII's sailors in 1545. It is almost like traveling back through time.

▲ The *Mary Rose* Museum is in Portsmouth, England.

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**PM6.31** Unit 6 | Treasure Hunters

**Explanation**

How I will use blue links in text: \_\_\_\_\_

How I will use the menu: \_\_\_\_\_

How I will use the submenu: \_\_\_\_\_

How I will use the navigation arrows: \_\_\_\_\_

How the online text features can help me understand the article and more about the topic: \_\_\_\_\_

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

**Grammar: Grammar and Writing**

**Edit and Proofread**

Choose the editing and proofreading marks you need to correct the passage. Look for correct usage of:

- indefinite pronouns
- possessive pronouns

Editing and Proofreading Marks	
^	Add.
↘	Take out.
○ ^	Move to here.
^	Add comma.
⊙	Add period.

"Who is your explorer?" my friend Ava asked as we rode the bus home from school. <sup>mine</sup> ~~Yours~~ is Henry Hudson."

"Hey!" I said. "My explorer is the same as yours <sup>explorer</sup>! Both of us <sup>have</sup> Henry Hudson."

"Cool," Ava said. "Nobody <sup>is</sup> as lucky as we are! We can write our reports together. <sup>Ours</sup> ~~Theirs~~ will be really good."

After an hour of work, Ava read my report and I read <sup>hers</sup> ~~her~~. "They're not very good," I said. "Each of us <sup>needs</sup> ~~need~~ to do better."

"Well, anything <sup>is</sup> ~~are~~ better than nothing," Ava replied.

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**PM6.32** Unit 6 | Treasure Hunters

Grammar: Reteach

## Party Time

### Grammar Rules: Pronouns

**Indefinite pronouns** can replace nouns. They don't give details. They are

- singular, such as everyone, someone, and no one
- or plural, such as both, few, many, and several.

Everyone at the party is happy.

No one is unhappy.

Someone plays music.

Several are singing.

Few are leaving early.

**Possessive pronouns** tell who or what owns something.

- They do not have apostrophes.


The decorations are hers.

The chips are his.

The dog is happy. Its tail wags.

Complete each sentence with the correct singular or plural verb to match the pronoun or with the correct possessive pronoun.

1. Several are excited about the party when they arrive.
2. Anyone is welcomed to help me clean up now.
3. My turtle hid in his tank. Its tank is big.
4. Isabel made the decorations. They are hers.
5. Miguel brought the chips. They are his.

 Tell a partner about a good time you had. Use indefinite and possessive pronouns to describe it.

## 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 Destinations	DAY 1	Explorer Books, <b>Return to Titanic</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Susan E. Goodman	Oceans	SG4–SG5
	DAYS 2–5	<b>PART 1</b> <b>BL</b> <b>20,000 Leagues Under the Sea</b>	Jules Verne (adapted by Judith Conaway)	Oceans	SG6, SG8
		<b>BL</b> <b>Encounter</b>	Jane Yolen	The New World	SG6, SG8
		<b>PART 1</b> <b>OL</b> <b>The Stowaway: A Tale of California Pirates</b>	Kristiana Gregory	The Pacific Coast	SG7, SG9
		<b>PART 1</b> <b>AL</b> <b>The Black Pearl</b>	Scott O’Dell	Oceans	SG7, SG9
Week 2 Destinations	DAY 1	Explorer Books, <b>King Tut</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Zahi Hawass	Egypt	SG10–SG11
	DAYS 2–5	<b>PART 2</b> <b>BL</b> <b>20,000 Leagues Under the Sea</b>	Jules Verne (adapted by Judith Conaway)	Oceans	SG12, SG14
		<b>BL</b> <b>Searching for Sunken Treasure</b>	George Capaccio	Oceans	SG12, SG14
		<b>PART 2</b> <b>OL</b> <b>The Stowaway: A Tale of California Pirates</b>	Kristiana Gregory	The Pacific Coast	SG13, SG15
		<b>PART 2</b> <b>AL</b> <b>The Black Pearl</b>	Scott O’Dell	Oceans	SG13, SG15
Week 3 Types of Explorers	DAY 1	Explorer Books, <b>Pirates Tales</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Francis Downey and Sara Lorimer	Pirates	SG16–SG17
	DAYS 2–5	<b>BL</b> <b>Treasure Hunting: Looking for Lost Riches</b>	Caitlin Scott	Modern Treasure Hunters	SG18, SG20
		<b>BL</b> <b>Pirates</b>	Dina Anastasio	Pirates	SG18, SG20
		<b>OL</b> <b>Pirates! Raiders of the High Seas</b>	Christopher Maynard	Pirates	SG19, SG21
		<b>PART 1</b> <b>AL</b> <b>Sir Francis Drake: Slave Trader and Pirate</b>	Charles Nick	Sir Francis Drake	SG19, SG21
Week 4 European Explorers	DAY 1	Explorer Books, <b>Viking Voyages</b> <b>BL</b> Pioneer Edition <b>OL</b> Pathfinder Edition	Fran Downey and Amy Ostenso	Vikings	SG22–SG23
	DAYS 2–5	<b>BL</b> <b>Columbus and the Americas</b>	Peter and Connie Roop	Christopher Columbus	SG24, SG26
		<b>BL</b> <b>When Cultures Meet</b>	John Perritano	Ferdinand Magellan	SG24, SG26
		<b>OL</b> <b>Voyages to the Indies: 1400–1520</b>	Danny Miller	The Age of Exploration	SG25, SG27
		<b>PART 2</b> <b>AL</b> <b>Sir Francis Drake: Slave Trader and Pirate</b>	Charles Nick	Sir Francis Drake	SG25, SG27

\*See page R2 for Guided Reading (GR) and other leveling translation information.

# Unit 6 Reading Routines

Fiction & Nonfiction

## PROGRAM RESOURCES

### PRINT ONLY

Fiction and Nonfiction Books

### PRINT & TECHNOLOGY

Unit 5 Assessment Masters:

SG5.29–SG5.32

Unit 6 Practice Masters: SG6.1–SG6.28

Unit 6 Assessment Masters:

SG6.29–SG6.32

### TECHNOLOGY ONLY

My Vocabulary Notebook

### WEEK 1 Fiction



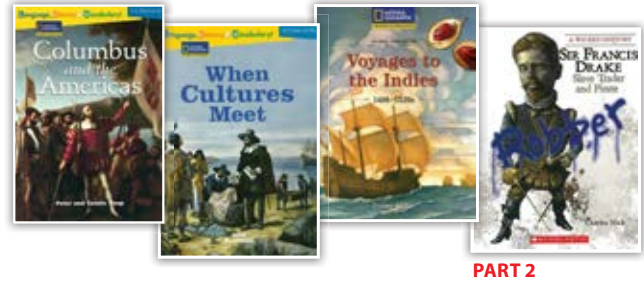
### WEEK 1 Fiction



### 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 5 **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 do we seek treasure?*

**Introduce vocabulary.** Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = 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: *When you **admire** something, you like it a lot.*
5. Relate each word to students' knowledge and experience. *I **admire** my older sister because she is really brave.* 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 students read and encourage them to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said \_\_\_\_\_. Does that sound right?*

**Monitor students' understanding.** As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

**Form homogeneous discussion groups.** Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

**Monitor group discussions.** Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

**Provide writing options.** Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

**BEFORE READING**

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

**Academic Vocabulary**

**Story Words**

**20,000 Leagues Under the Sea PART 1**

**administer** (ad-uh-nis-tray) verb  
When you **administer** something, you think well of them. The **governor** **administered** good laws to his land and sea.

**freedom** (fri-uh-dee-um) noun  
People have the **freedom** to make their own decisions. **Freedom** is the power to do what you want.

**gain** (geyn) verb  
To **gain** is to get something that is important. The **general** **gained** respect for his skills and good judgment.

**instrument** (in-struh-ment) noun  
An **instrument** is a tool or simple machine. A **musical instrument** is a musical instrument.

**passage** (pas-ij) noun  
A **passage** is a journey or highway. I **passed** her on one of the long drives.

**The Stowaway PART 1**

**capture** (kay-cher) verb  
To **capture** something is to catch and keep it. To **capture** people is to stop them and question them about what they are doing. The **police** **captured** the thief who stole the money.

**disobey** (dih-suh-bey) verb  
If you **disobey** somebody, you don't do what he or she tells you to do. Students should **disobey** the teacher.

**grief** (gryef) noun  
The **loss** **grief** when you are very sad about something you love. He **felt** **grief** when his dog died.

**revenge** (ri-veynj) noun  
If you get **revenge**, you are getting back at someone for something he or she did to you. He **got** **revenge** for the insult by hitting him.

**warning** (wey-ning) noun  
A **warning** tells about possible danger. Listen to my **warning** or you will make the same mistake that I made.

**The Black Pearl PART 1**

**confront** (kon-front) verb  
To **confront** other people is to stop them and question them about what they are doing. He **confronted** the man who was stealing the money.

**encounter** (in-koun-ter) noun  
An **encounter** is a meeting by chance or surprise. He **had** an **encounter** with a stranger on the street.

**flaw** (flaw) noun  
A **flaw** is a small mistake that takes away from the value of something. That **diamond** **flawed** the necklace.

**luck** (læk) noun  
**Luck** is the same as chance. He **had** **luck** in finding the money.

**quality** (kwah-luh-tee) adjective  
**Quality** has to do with how good or bad something is. The **quality** of the food was good.

SG6.1 Unit 6 | Treasure Hunters

**NGReach.com Practice Masters**  
SG6.1, SG6.8, SG6.15, SG6.22

**AFTER READING**

**Speaking and Listening Observation Log**

Student Name	1	2	3	4	5	6	7	8	9	10	11	12

**Speaking and Listening Standards**

**Comprehension and Collaboration**

1. Participate actively in relevant discussions and group activities.

2. Analyze a topic or issue, and express ideas and opinions clearly.

3. Analyze a topic or issue, and express ideas and opinions clearly.

4. Analyze a topic or issue, and express ideas and opinions clearly.

5. Analyze a topic or issue, and express ideas and opinions clearly.

6. Analyze a topic or issue, and express ideas and opinions clearly.

7. Analyze a topic or issue, and express ideas and opinions clearly.

8. Analyze a topic or issue, and express ideas and opinions clearly.

9. Analyze a topic or issue, and express ideas and opinions clearly.

10. Analyze a topic or issue, and express ideas and opinions clearly.

11. Analyze a topic or issue, and express ideas and opinions clearly.

12. Analyze a topic or issue, and express ideas and opinions clearly.

SG6.29 Unit 6 | Treasure Hunters

**NGReach.com Assessment Master**  
SG6.29

**DURING CONFERENCES**

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

Book Title \_\_\_\_\_ Page \_\_\_\_\_

**Reading Strategy Assessment** Unit 6

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

Ask: *What did you do while you were reading that you think you did well at?*  
*What did you do to understand better?*  
*What did you do to understand better?*  
*How did it work?*

Plan and Monitor	Make Connections	Visualize
4 3 2 1	4 3 2 1	4 3 2 1
What did you do before you started reading the book? • When you were reading, did you look 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 ever connect the book that you were reading to your life? What was that, and how did it work? • Did you read anything that reminded you of something else you read? What was that, and how did it work? • Did you read anything you already knew about in the world around you? What was that, and how did it work?	• How often you use the book that you were reading to picture the people and places in your mind? • How did the help you understand what you were reading? • How were particular words that helped you visualize?
4 Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and clarifies text independently.	4 Makes text to self, text to text, and/or text to world connections to enhance comprehension. Can explain how connections enrich understanding.	4 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 when comprehension breaks down and clarifies text independently.	3 Makes some type of internal connection, but does not elaborate on how the connection helped understanding.	3 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 breaks down, but does not attempt to clarify text.	2 Attempts to make connections, but the connections are not relevant to understanding the text.	2 Describes few mental images directly related to text descriptions or pictures.
1 Does not preview or make predictions to test against the text or monitor comprehension or clarify meaning.	1 Does not make connections with the text.	1 Does not describe mental images related to the text.

Grade 4 Assessment SG6.30 Unit 6 | Treasure Hunters

**NGReach.com Assessment Masters**  
SG6.30–SG6.32

**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 Speaking and Listening Observation Log **Assessment Master SG6.29** to assess students' participation in discussions.

**Conduct Conferences** 

**Assess reading.** Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Master SG6.30** and **SG6.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master 6.32**.

**Assess writing.** Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

**Plan intervention or acceleration.** Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with determining importance, describing characters, determining theme, explaining sequence, or explaining information, use the Assessment and Reteaching resources provided on pages RT6.1–RT6.12.
- 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

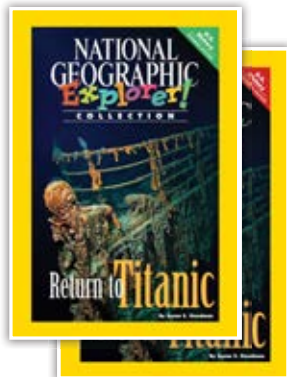
#### Thematic Connection: Destinations

- Read and Comprehend Informational Text
- Compare Accounts

## Return to Titanic

by Susan E. Goodman

**Summary** *Return to Titanic* explores the unforgettable history of the famous ship *Titanic* and describes Robert Ballard’s discovery of the ship’s wreckage. In “Return to *Titanic*,” author Susan E. Goodman recounts how disaster struck *Titanic* on its first Atlantic crossing in 1912. It hit an iceberg and broke apart. Some passengers escaped in lifeboats, but about 1,500 died, including the crew. In 1985, ocean explorer Robert Ballard found *Titanic*’s wreckage by using an underwater craft to take videos of the seafloor. A year later, Ballard rode in a submersible to inspect the wreckage up close. He returned once more in 2004, and he found to his dismay that others had removed 6,000 objects from the wreck. In the interview “Talking With Bob Ballard,” the explorer discusses his work and points out that while he is pleased to have found *Titanic*, his other work has more significance.



**Activate Prior Knowledge** Trace *Titanic*’s pointed bow, or front end, shown on the cover. Ask: *Why do people search for shipwrecks?* (Possible responses: to learn about the past, to find treasures, to become famous)

**Build Background** Explain that *Titanic* is probably the most famous ocean liner ever built. Many people called the ship “unsinkable.” But on its first voyage in 1912, it hit an iceberg and sank. Use pages 8–9 to show Robert Ballard and the underwater equipment he used to find *Titanic* more than 70 years after it sank. Have students describe the submersible on page 8.

### PROGRAM RESOURCES

#### PRINT ONLY

*Return to Titanic*, Pioneer Edition

*Return to Titanic*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

Compare Firsthand and Secondhand Accounts CC.4.Rinf.6

Read and Comprehend Informational Text CC.4.Rinf.10

#### Language

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

### Mini Lesson

#### Compare Accounts

Explain: *A firsthand account of an event is told by someone who has experienced it. A secondhand account is told by someone who has read or heard about the event.* Point out that good readers know how to compare information in firsthand and secondhand accounts.

Read aloud the following text from pages 6 and 9 of the Pioneer Edition of *Return to Titanic* as students listen.

#### A Boy’s Dream

As a kid, Ballard had loved reading about *Titanic*. “My dream,” he says, “was to find this great ship.” Ballard became an ocean explorer.

#### How did you get interested in ocean exploration?

I always loved the book *Twenty Thousand Leagues Under the Sea* by Jules Verne. It was all I could think about. I wanted to see what was deep in the ocean!

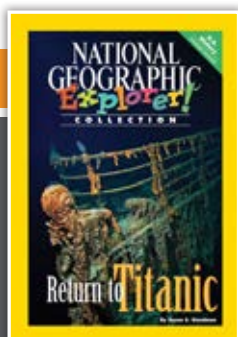
#### Text from Pioneer Edition

Then, think aloud to model how to compare accounts: *Both accounts describe how Bob Ballard became interested in ocean exploration. But each one gives different information:*

- Goodman tells how Ballard loved reading about *Titanic* and says he became an ocean explorer. This is a secondhand account.*
- Ballard explains that he loved Jules Verne’s book; it made him want to explore the ocean. This is a firsthand account—Ballard is telling about his own experience.*

Have students compare the accounts. (Possible response: Both talk about how Ballard got interested in exploring the sea. Goodman’s account tells how reading about *Titanic* affected Ballard. Ballard tells how Verne’s book affected him.)

**BL** BELOW LEVEL 350L



**PIONEER EDITION**

Lexile: 350L | GR: P

**Content Connection:** Oceans

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*bow iceberg submersible*

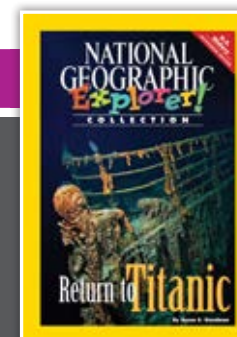
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why did many famous people want to ride on *Titanic*? (Famous people wanted to be the first to ride on what was the largest and most amazing ship to be built at that time.)
- Main Idea** What happened on *Titanic*'s first trip? (It hit an iceberg and sank. Many passengers and crew members died.)
- Details** How did Bob Ballard explore *Titanic*? (He used high-tech tools, such as an underwater machine, to search the ocean where *Titanic* sank. He also went down in a submersible and took a robot that could look inside *Titanic*.) What did he find? (He saw the ship's engine, bow, and objects such as cups, beds, shoes, and suitcases.)
- Compare Accounts** Why is it wrong to take things from a shipwreck? ("*Return to Titanic*" says that each object tells *Titanic*'s sad story. "*Talking With Bob Ballard*" tells more. Ballard explains that the items are part of history, and people can learn a lot about a shipwreck from them. If they are taken away from the wreck, the information is lost.)
- Evaluate** Would you like to be an ocean explorer? (Possible response: Yes.) Why or why not? (Possible response: I would like to see what lies on the ocean floor.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: Q

**Content Connection:** Oceans

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*deck iceberg maiden submersible*

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.

- Explain** Why was *Titanic* called "the wonder ship"? (It was the largest and best ship built at that time. Some believed *Titanic* could not sink.)
- Details** What happened on *Titanic*'s first trip into the ocean? (The ship hit an iceberg and sank because of the damage to the ship. Many passengers and crew members died.)
- Describe** How did submersibles help explore *Titanic*? (They helped get a close look at the ship. Explorers could put robots in them to look inside *Titanic*.)
- Compare Accounts** Why does Bob Ballard think taking things from a shipwreck is wrong? ("*Return to Titanic*" says that taking things from *Titanic* is like robbing a grave. "*Talking With Bob Ballard*" tells more. Ballard explains that seeing the objects in place gives people a lot of information about the shipwreck. If the items are removed from the wreck, that information is lost.)
- Evaluate** What could you learn from Bob Ballard about becoming an ocean explorer? (Possible response: I could learn that it's important to get an education and to try new things. Also, an explorer must never be afraid to fail.)

**Check & Reteach**

**OBJECTIVE:** Compare Accounts

Have partners compare the accounts of Ballard's education and early work in the section "A Boy's Dream" on page 6 and in Ballard's second answer on page 9. (Goodman says Ballard studied the sea floor; Ballard talks about his education and work in the Navy.)

For students who cannot compare accounts, reteach using the text on pages 6 and 10 about discovering *Titanic*. Say: *Each account tells about Ballard's reaction to finding Titanic. How are the accounts alike? How are they different?* Have students skim the text. Make a class list to record similarities and differences. (Similarities: Both tell about reactions to discovering *Titanic*. Differences: In Pioneer, Goodman says Ballard's team cheered; Ballard says that finding *Titanic* made him happy, but some of his other work is more important. In Pathfinder, Goodman says that Ballard couldn't believe what he saw; Ballard says that he had mixed feelings because finding *Titanic* wasn't his greatest discovery.)

**BL** BELOW LEVEL 440L

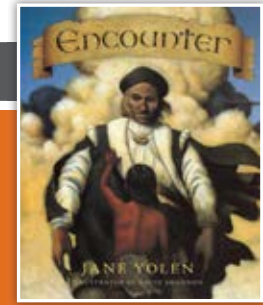


**20,000 Leagues Under the Sea** PART 1  
by Jules Verne

Content Connection:  
**Oceans**

Fantasy | Pages: 85 | Lexile: 440L | GR: M

**BL** BELOW LEVEL 760L



**Encounter**  
by Jane Yolen

Content Connection:  
**The New World**

Realistic Fiction | Pages: 32 | Lexile: 760L | GR: R

## OBJECTIVES

### Thematic Connection: Destinations

Read and Comprehend Literature

- Use Important Details to Summarize
- Describe Characters and Events

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.3, page SG30
- Practice Master SG6.7, page SG34

## SUGGESTED PACING, PART 1

- DAY 2 Introduce and read pages 1–12
- DAY 3 Read pages 13–26
- DAY 4 Read pages 27–51 and discuss
- DAY 5 Connect across texts

### PART 2:

See pages SG12–SG15.

**Summary** Professor Pierre Aronnax investigates rumors of a huge monster off the coast of Japan. He, the servant Conseil, and a harpooner named Ned Land, discover that the “monster” is actually a sea vessel designed by Captain Nemo, an eccentric explorer. Nemo takes Aronnax, Conseil, and Ned against their will on a journey around the world. Along the way, they find sunken treasure, a lost kingdom, and a tunnel of ice. Aronnax and the other prisoners escape just before the *Nautilus* and Captain Nemo are sucked into a whirlpool.

**Activate Prior Knowledge** Ask: *How do people explore the ocean?* (Possible responses: by diving, using a submarine, etc.)

**Build Background** Display the front cover of the book and explain: *This book is a fantasy. It tells about made-up people, places, and events. It takes place many miles under the sea.*

**Story Words** Use Practice Master SG6.1 to extend vocabulary.

- |                             |                          |                       |
|-----------------------------|--------------------------|-----------------------|
| <i>admire</i> , page 40     | <i>freedom</i> , page 16 | <i>gain</i> , page 12 |
| <i>instrument</i> , page 19 | <i>passage</i> , page 46 |                       |

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.4, page SG31
- Practice Master SG6.7, page SG34

### TECHNOLOGY ONLY

Digital Library: World Map

## SUGGESTED PACING

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** A Taino Indian boy on the island of San Salvador tells about the landing of Christopher Columbus and his men in 1492. Having dreamt the night before of great birds with sharp teeth, the boy takes their arrival as a harbinger of bad things to come. His suspicions are confirmed when the strangers display more interest in the Taino’s gold than in the Taino themselves, who nevertheless hold a feast in the visitors’ honor. Long after Columbus and his men return to their homelands, the boy’s warning comes true and the Taino lose their lands to the “strangers from the sky.”

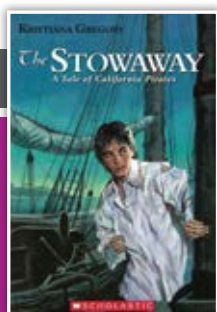
**Activate Prior Knowledge** Ask: *Think of a time you heard or explained something that seemed hard to believe. What happened?*

**Build Background** Display a world map from the Digital Library and trace a route from Spain to the Caribbean. Explain that Christopher Columbus traveled this route in 1492.

**Story Words** Use Practice Master SG6.1 to extend vocabulary.

- |                          |                          |                         |
|--------------------------|--------------------------|-------------------------|
| <i>claim</i> , page 32   | <i>encounter</i> (title) | <i>native</i> , page 32 |
| <i>stranger</i> , page 6 | <i>warning</i> , page 6  |                         |

**OL** ON LEVEL 820L

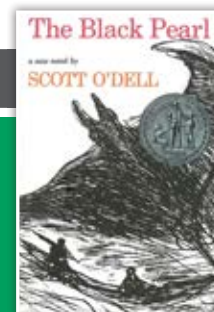


**The Stowaway** PART 1  
by Kristiana Gregory

Content Connection:  
**The Pacific Coast**

**Realistic Fiction** | Pages: 144 | Lexile: 820L | GR: S

**AL** ABOVE LEVEL 980L



**The Black Pearl** PART 1  
by Scott O'Dell

Content Connection:  
**Oceans**

**Historical Fiction** | Pages: 144 | Lexile: 980L | GR: X

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Literature	CC.4.Rlit.10
Describe a Character	CC.4.Rlit.3
Summarize	CC.4.Rlit.2

**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 SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.5, page SG32
- Practice Master SG6.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: **Historic Ship**

**SUGGESTED PACING, PART 1**

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–39
- DAY 4 Read pages 40–58 and discuss
- DAY 5 Connect across texts

**PART 2:**

See pages SG12–SG15.

**Summary** The year is 1818. Captain Bouchard, Officer Parvo, and other pirates have attacked Monterey, killing 11-year-old Carlito's father. Carlito swears revenge, but as he boards the *Argentina*, he is forced to go with the pirates to southern California. Along the way, he befriends the ship's navigator, Montague, who tries to help Carlito escape. The pirates leave them and others marooned on islands near Santa Barbara. Carlito rescues his friends by rowing to shore in a canoe that he finds in a cave, and he brings Parvo to justice.

**Activate Prior Knowledge** Invite students to share any stories or legends that they know about pirates.

**Build Background** Use the photo from the **Digital Library** as an example of a pirate ship from the 1800s.

**Story Words** Use **Practice Master SG6.1** to extend vocabulary.

<i>capture</i> , page 20	<i>disobey</i> , page 54	<i>grief</i> , page 30
<i>revenge</i> , page 25	<i>warning</i> , page 1	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG6.1, page SG28
- Practice Master SG6.2, page SG29
- Practice Master SG6.6, page SG33
- Practice Master SG6.7, page SG34

**TECHNOLOGY ONLY**

Digital Library: **Manta Ray, Pearl**

**SUGGESTED PACING, PART 1**

- DAY 2 Introduce and read pages 1–17
- DAY 3 Read pages 18–35
- DAY 4 Read pages 36–50 and discuss
- DAY 5 Connect across texts

**PART 2:**

See pages SG12–SG15.

**Summary** When 16-year-old Ramón convinces an old Indian named Soto Luzon to teach him how to dive for pearls, he discovers an enormous black pearl in an underwater cave. Luzon warns him that the Manta Diablo guarding the cave will get revenge. Sure enough, a storm claims the life of Ramón's father, and so Ramón tries to return the pearl to the manta's cave. A rival named Gaspar Ruiz steals the pearl, only to be dragged under the sea by the manta. In the end, Ramón gives the pearl to his church as a way of making peace with the manta's curse.

**Activate Prior Knowledge** Display the **Digital Library** photo of a manta, inviting students to tell what they know about this and other creatures that live deep in the sea.

**Build Background** Show students the **Digital Library** photo of a pearl. Explain: *A pearl is a gem that grows in a shell.*

**Story Words** Use **Practice Master SG6.1** to extend vocabulary.

<i>confront</i> , page 20	<i>encounter</i> , page 20	<i>flaw</i> , page 14
<i>luck</i> , page 15	<i>quality</i> , page 11	

**BL** BELOW LEVEL 440L

**20,000 Leagues Under the Sea PART 1**  
by Jules Verne

**Build Comprehension**

- **Analyze Plot** *How do Aronnax, Conseil, and Ned become passengers on the Nautilus?* (Nemo takes them against their will.) *How will they get home?* (Possible response: They will have to be rescued or else escape.)
- **Character's Traits** *Nemo is a mysterious character. What do we know about him?* (He seems to be very rich. He is taking his crew on a trip around the world.) *What do we not know about him yet?* (We don't know why he is so secretive.)

**Writing Options**

- **Story Panels** Have students choose a scene from the story and draw a picture of it. Tell them to include balloons that show what the characters are thinking or saying.
- **List** Ask students how the story would be different if it were set in outer space. Have them write a list of what might change, such as details about the characters.
- **Journal Entry** Have students write about the most interesting place, real or imaginary, that they have read about or seen in a movie.

**BL** BELOW LEVEL 760L

**Encounter**  
by Jane Yolen

**Build Comprehension**

- **Character's Point of View** *Why doesn't the boy trust the strangers?* (Possible responses: He had a bad dream about them; they are more interested in things than people.)
- **Draw Conclusions** *What lessons can we learn from the old man's warning at the end?* (Possible responses: Be careful whom you trust; protect things that are valuable to you.)

**Writing Options**

- **Sentences** Point out similes in this book, such as *voices like thunder* (page 4). Encourage students to use similes to write sentences about the Europeans' arrival in the Caribbean.
- **List** Have students list the items that were new to the boy, including his descriptions of them and their actual names.
- **Journal Entry** Invite students to write about a time when they gave or received a warning.

**Check & Reteach**

Ask students to identify the traits of different characters. If students have difficulty identifying character traits, refer them to their character maps. Ask: *How does the character change from the beginning to the middle to the end of the story?*

**DURING READING**

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

**Character Map**  
**Science Concepts**  
Use the character map to take notes about the characters in your book. Complete the map after you finish the book.

Events		Relationships	
Character's Name: _____			
Beginning	Middle	End	

Use your character map to tell a partner about the book.

For use with TE pages SG6-329 **SG6.2** Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**  
**20,000 Leagues Under the Sea PART 1**  
Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

Story Words
advice
freedom
gain
instrument
message

1. **Analyze Characters' Relationships** How are Professor Aronnax, Conseil, and Ned Land related? What do they have in common?
2. **Describe Characters** Use these questions and your chart to describe characters in Part 1. After you finish the story, write about other events and characters.
  - **Events** What happens when Aronnax sails on the *Abraham Lincoln*?
  - **Relationships** What is the relationship between Aronnax and Nemo?
  - **How the Character Changes** How does Aronnax feel about Captain Nemo at first? How do his feelings change?
3. **Summarize** Summarize the first part of the book. Give only the most important details.
4. **Write Question** **Generalize** Why do you think people want to go where nobody has gone before?

For use with TE pages SG6-329 **SG6.3** Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**  
**Encounter**  
Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

Story Words
claim
encounter
native
stranger
warning

1. **Analyze Characters' Relationships** Who tells the story? How do the other characters relate to him?
2. **Describe Characters** Use these questions and your chart as you describe characters from the book. After you finish the story, write about other events and characters.
  - **Events** What happens at the beginning of the story?
  - **Relationships** How does the dream affect the boy's encounter with the strangers?
  - **How the Character Changes** How does the boy feel about the strangers? How do his feelings change?
3. **Summarize** What happens during the feast? Give only the most important details.
4. **Write Question** **Generalize** How can the search for treasure cause conflict?

For use with TE pages SG6-329 **SG6.4** Unit 6 | Treasure Hunters

**OL** ON LEVEL 820L

**The Stowaway PART 1**  
by Kristiana Gregory

**Build Comprehension**

- **Character’s Feelings** *What are Carlito’s feelings as he sails on board the Argentina?* (Possible responses: He misses his family, especially his mother; he is angry at Parvo for killing his father and wants to get revenge.)
- **Identify Problem and Solution** *What is Carlito’s problem?* (He is trapped on the ship.) *What can he do about it?* (Possible response: He can try to escape the next time the ship anchors.)

**Writing Options**

- **Message in a Bottle** Tell students to write a message that Carlito might put in a bottle that he sets afloat on the sea. Ask them to imagine what Carlito would want other people to know about him and his fellow travelers.
- **Ship Log** Tell students that a log is a kind of journal or diary that sailors sometimes keep. Ask them to choose a character from the book and then write an entry for a log that he or she might have kept.
- **Journal Entry** Ask students to write about their favorite adventure movie or story. Have them summarize the plot and explain why they enjoyed it.

**AL** ABOVE LEVEL 980L

**The Black Pearl PART 1**  
by Scott O’Dell

**Build Comprehension**

- **Character’s Motivation** *Why does Ramón want so badly to be a pearl diver?* (Possible responses: He wants to be like his father; he wants to prove that he is strong and brave.)
- **Draw Conclusions** *There are lots of stories and legends about the Manta Diablo. What clues show that the manta is truly dangerous?* (Possible response: It follows Luzon and Ramón on their way back to La Paz and turns over their boat.)

**Writing Options**

- **Warning Sign** Have students write a warning sign that could be posted near the entrance of the manta’s cave. Encourage them to think about the dangers of diving in an underwater cave as well as the manta’s “curse.”
- **Story** Have students write a brief story about the manta. Encourage them to elaborate on the manta’s legend, telling how it came to guard the treasure of the “great Pearl of Heaven.”
- **Journal Entry** Invite students to write about their own personal treasures. They might write about a treasure they have found and/or kept for a long time.



**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 SG6.7** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**The Stowaway PART 1**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

capture
disobey
grief
revenge
warning

- Analyze Characters’ Relationships** Who are the people that Carlito cares about most?
- Describe Characters** Use these questions and your chart as you describe the characters. After you finish the story, write about other events and characters.
  - **Events** What happens to Carlito and his loved ones when the *Santa Rosa* and *Argentina* come to Monterey?
  - **Relationships** How does Carlito come face to face with the pirates?
  - **How the Character Changes** How does Carlito feel about the pirates? How do his feelings change?
- Summarize** What happens while Carlito is at sea? Give only the most important details.
- Generalize** How can the search for treasure affect important events in history?

For use with TE pages 556–569 **SG6.5** Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**

**The Black Pearl PART 1**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

conflict
encounter
flaw
luck
quality

- Analyze Characters’ Relationships** Who are the adults in Ramón’s life?
- Describe Characters** Use these questions and your chart as you describe the characters. After you finish the story, write about other events and characters.
  - **Events** What happens when Ramón and Luzon go to the underwater cave?
  - **Relationships** How does Luzon try to protect Ramón and himself?
  - **How the Character Changes** How does Ramón feel about the *Manta Diablo*? How do his feelings change?
- Summarize** What happens when Ramón brings the pearl to La Paz? Give only the most important details.
- Generalize** Why do you think people might look for treasure in places they know are dangerous?

For use with TE pages 556–569 **SG6.6** Unit 6 | Treasure Hunters

**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.

20,000 Leagues Under the Sea, Part 1
Encounter
The Stowaway, Part 1
The Black Pearl, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

- What do all of the characters in these books have in common? How are they different?
- How does the search for treasure affect the way the characters treat each other?
- What do you think treasure seekers have in common?

For use with TE pages 556–569 **SG6.7** Unit 6 | Treasure Hunters

### OBJECTIVES

#### Thematic Connection: Destinations

Read and Comprehend Informational Text

Comprehend Visual Information

## King Tut

by Zahi Hawass

**Summary** *King Tut* explores the mysteries of Tutankhamun—the boy king of ancient Egypt—and reveals what his tomb looked like when it was first discovered. In “King Tut,” archeologist Zahi Hawass describes his fascinating work with the world’s most famous mummy. He explains that Tut lived more than 3,000 years ago and became king at age eight or nine. He died suddenly after ten years on the throne. The cause of Tut’s death is still a mystery, but Hawass studied photos from a CT scanner to determine that Tut was not murdered.



The diagram “Rooms in a Tomb” shows the four main chambers of Tut’s tomb and the entrance passage. The rooms contained treasures for use in the afterlife. “Buried Treasures” is a diagram of the contents of Tut’s burial chamber. Four shrines and three coffins nest within one another. Tut’s body lies in the center.

**Activate Prior Knowledge** Display the front cover. Say: *This mask covered King Tut’s head when he was buried.* Ask: *What is it made of?* (gold) *What does it tell about him?* (Possible responses: He was rich or important.)

**Build Background** Explain that about 3,300 years ago, a boy of eight or nine named Tutankhamum became king of Egypt. Known as King Tut, he ruled until he was nineteen; his cause of death is a mystery. Ask students to use the locator globe and map on page 4 to identify Egypt’s location and the location of Tut’s tomb along the Nile in the Valley of the Kings.

### PROGRAM RESOURCES

#### PRINT ONLY

*King Tut*, Pioneer Edition

*King Tut*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

Interpret Information Presented Visually 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 Visual Information

Explain: *Often, historical texts present information in a visual way to explain key points in the text and to add information. Such visual information may appear in a diagram or map.* Point out that good readers know how to interpret visual information presented in texts.

Read aloud the following text from page 5 of the Pioneer Edition of *King Tut* as students listen.

#### A Golden Past

Tut’s tomb is an amazing place. For example, it was cut out of solid rock. Paintings and drawings cover some walls in the tomb.

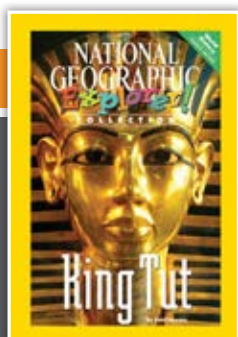
#### Text from Pioneer Edition

Then, think aloud to model how to comprehend visual information: *In the text, the author says King Tut’s tomb is an amazing place. I will use the information in the diagram “Rooms in a Tomb” on pages 8–9 to help me better understand what makes the tomb so amazing:*

- *The antechamber is the first room a person enters. It holds treasures, such as statues and a throne.*
- *The annex is behind the antechamber. It is a smaller room that stores things like baskets and boxes.*
- *The burial chamber with the coffin is next to the antechamber.*

Have students describe information about the treasury shown on the diagram. (Possible response: The treasury is next to the burial chamber. It has a tall chest that holds some of Tut’s body parts.) Then have students tell how this visual information and the information identified above add to their understanding of why the tomb is amazing. (Possible response: The information tells me the tomb has many rooms. Treasures, such as a throne, as well as everyday items, were put in the king’s tomb.)

**BL** BELOW LEVEL



**PIONEER EDITION**

GR: Q

**Content Connection:** Egypt

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

archaeologist      CT scanner      mummy      pharaoh

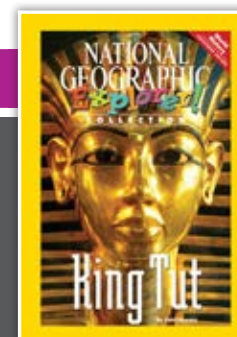
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Main Idea** Who was King Tut? (King Tut was an Egyptian king, or pharaoh, who lived more than 3,000 years ago.)
- Comprehend Visual Information** Describe King Tut's tomb. (It is cut out of solid rock and has paintings and drawings on some walls. It has four rooms and a hallway leading to the antechamber. The mummy was in the burial chamber.)
- Details** What questions did Zahi Hawass have about King Tut? (Hawass wanted to know how King Tut died and whether a fuzzy area shown in an x-ray of his back was caused by an injury or by someone clubbing Tut to death.)
- Main Idea** How did King Tut die? (Possible response: Scientists do not know for sure how he died, but they know he was not murdered. One possible explanation for his death is that an infection killed him. Germs may have entered a wound caused when Tut broke his leg.)
- Explain** How did tools help Hawass learn about King Tut? (Possible response: A CT scanner took pictures of the mummy. These photos told Hawass that Tut was fairly healthy and that he had not been murdered. They also told Hawass that Tut's left leg was broken.)

**OL** ON LEVEL 610L



**PATHFINDER EDITION**

Lexile: 610L | GR: R

**Content Connection:** Egypt

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

archaeologist      CT scanner      mummy      nutrient

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.

- Main Idea** Who was King Tut? (King Tut was an Egyptian king, or pharaoh, who lived more than 3,000 years ago.)
- Comprehend Visual Information** What did King Tut's tomb tell about ancient Egyptian life? (Ancient Egyptians had skilled builders; art and writing were important to the Egyptians; and the society was rich. Also, things like chariots and chests were used during Tut's lifetime.)
- Details** What mysteries did Zahi Hawass try to explain? (He tried to explain how King Tut died. He wanted to find out whether a fuzzy area revealed in an x-ray of Tut's back was caused by an injury or by a murderer. He also tried to explain whether Tut's leg was broken before or after he died.)
- Explain** How did technology help answer Hawass's questions about King Tut? (With a CT scanner, a modern tool, Hawass took 1,700 pictures of the mummy, which he and his team studied for two months.)
- Evaluate** How did King Tut break his leg? Why does it matter? (Scientists are not sure. Tut may have broken it right before he died. Or it may have broken after he died. It is important because the break may explain why Tut died.)

**Check & Reteach**

**OBJECTIVE:** Comprehend Visual Information

Have partners take turns using the diagram on pages 10–11 to explain what lies above the sarcophagus. (four shrines) Have them explain how the information adds to their understanding. (Possible response: It helps explain how Tut's coffin was well protected.)

For students who cannot comprehend visual information, reteach with the diagram on pages 10–11. Remind students that the text says there was a box in the burial chamber filled with smaller boxes. Say: *The diagram shows what was in the chamber. What does the diagram show about the number of coffins?* Have students read the labels on page 11 to identify the outer, middle, and inner coffins and their parts. Make a class list. Have students explain how this information adds to their understanding. (It tells that there were three coffins in the sarcophagus: outer, middle, inner.)



**BL** BELOW LEVEL 440L

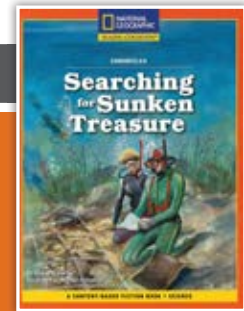


**20,000 Leagues Under the Sea** PART 2  
by Jules Verne

Content Connection:  
**Oceans**

Fantasy | Pages: 34 | Lexile: 440L | GR: M

**BL** BELOW LEVEL 590L



**Searching for Sunken Treasure**  
by George Capaccio

Content Connection:  
**Oceans**

Realistic Fiction | Pages: 54 | Lexile: 590L | GR: R

**OBJECTIVES**

**Thematic Connection: Destinations**

Read and Comprehend Literature

Use Important Details to Summarize

Determine Theme

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

Practice Master SG6.8, page SG35

Practice Master SG6.9, page SG36

Practice Master SG6.10, page SG37

Practice Master SG6.14, page SG41

**SUGGESTED PACING, PART 2**

DAY 2 Introduce and read pages 52–68

DAY 3 Read pages 69–85 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**PART 1:**

See pages SG6–SG9.

**Review Part 1** For a complete summary of *20,000 Leagues Under the Sea*, see page SG6. Have students return to the character maps they made for Part 1. Ask: *Who are the main characters?* (Nemo and Aronnax) *How does their relationship change?* (At first Aronnax admires Nemo. But he gradually begins to think that Nemo is too proud and selfish.)

**Activate Prior Knowledge** Ask: *What kinds of things might you see if you traveled around the world by ship?* (Possible responses: icebergs, whales, islands, other ships, and so on)

**Build Background** Display the map on pages 48–49 of the book. Trace the route that Nemo and his crew have followed so far (from Japan to the Mediterranean), and point out the route they will take in the second half of the story, which goes down and up the Atlantic all the way to Norway.

**Story Words** Use **Practice Master SG6.8** to extend vocabulary.

*battle*, page 72

*daring*, page 59

*fear*, page 64

*position*, page 68

*terrifying*, page 77

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

Practice Master SG6.8, page SG35

Practice Master SG6.9, page SG36

Practice Master SG6.11, page SG38

Practice Master SG6.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Scuba Diver

**SUGGESTED PACING**

DAY 2 Introduce and read pages 1–23

DAY 3 Read pages 24–54 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

**Summary** Frank Starr is in the Florida Keys with a team of marine archaeologists, looking for a sunken ship. His son Cody has tagged along for the adventure. Lucille Cormac, a professional treasure hunter, follows closely behind in her own boat, hoping to be the one who discovers the ship. Calling a news conference on her boat, she announces the discovery of a ship that sank 200 years ago. Moments later, Frank and his team find an even bigger wreck—the *Santa Rosa*—with almost 500 million dollars' worth of treasure.

**Activate Prior Knowledge** Ask: *What kinds of treasures could you find at the bottom of the ocean?* (Possible response: You might find a shipwreck with chests of gold or jewelry.)

**Build Background** Display the photo from the **Digital Library**, explaining that scuba divers use tanks filled with air that allow them to go under water for long periods of time.

**Story Words** Use **Practice Master SG6.8** to extend vocabulary.

*assignment*, page 4

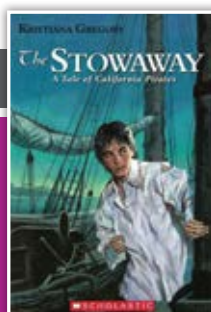
*claim*, page 16

*document*, page 14

*recover*, page 14

*research*, page 6

**OL** ON LEVEL 820L

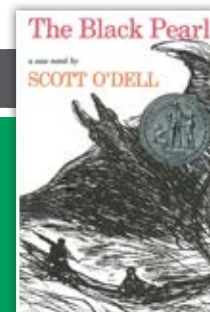


**The Stowaway PART 2**  
by Kristiana Gregory

Content Connection:  
**The Pacific Coast**

**Realistic Fiction** | Pages: 86 | Lexile: 820L | GR: S

**AL** ABOVE LEVEL 980L



**The Black Pearl PART 2**  
by Scott O'Dell

Content Connection:  
**Oceans**

**Historical Fiction** | Pages: 144 | Lexile: 980L | GR: X

**COMMON CORE STANDARDS**

**Reading**

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

**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 SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.12, page SG39
- Practice Master SG6.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Mission

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 59–77
- DAY 3 Read pages 78–96
- DAY 4 Read pages 97–144 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG6–SG9.

**Review Part 1** For a complete summary of *The Stowaway*, see page SG7. Have students return to the character maps they made for Part 1. Ask: *Who is the main character?* (Carlito) *What does Carlito think of pirates at the very beginning?* (He is excited and curious about them.) *What makes Carlito change his mind about them?* (They burn Monterey and kill his father.)

**Activate Prior Knowledge** Ask: *How were real pirates different from the way that they are often described in children's stories?* (Possible response: Real pirates were more violent than the ones in children's stories.)

**Build Background** Display the photo from the **Digital Library**. Explain: *In the 1800s, many communities in California were organized around Spanish missions like this one*

**Story Words** Use **Practice Master SG6.8** to extend vocabulary.

careless, page 92	fate, page 90	regret, page 78
satisfaction, page 107	witness, page 87	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG6.8, page SG35
- Practice Master SG6.9, page SG36
- Practice Master SG6.13, page SG40
- Practice Master SG6.14, page SG41

**TECHNOLOGY ONLY**

Digital Library: Map of Baja California

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 51–66
- DAY 3 Read pages 67–80
- DAY 4 Read pages 81–144 and discuss
- DAY 5 Connect across texts

**PART 1:**

See pages SG6–SG9.

**Review Part 1** For a complete summary of *The Black Pearl*, see page SG7. Have students return to the character maps they made for Part 1. Ask: *What does Ramón think of all the stories about the Manta Diablo at the beginning of the story?* (He doesn't believe they are all true.) *What does he think of the manta after he actually sees it?* (He realizes that some of the stories might have some truth to them.)

**Activate Prior Knowledge** Ask: *What are the dangers of traveling in a small boat at sea?* (Possible responses: You could be attacked by a shark or a manta. A storm could turn over your boat.)

**Build Background** Show students the **Digital Library** map of Baja California. Point out the town of La Paz, explaining that this is where the story is set.

**Story Words** Use **Practice Master SG6.8** to extend vocabulary.

coward, page 59	generous, page 54	hesitate, page 82
ignorant, page 82	value, page 52	

## BL > BELOW LEVEL 440L

### 20,000 Leagues Under the Sea PART 2

by Jules Verne

#### Build Comprehension

- **Analyze** *How can you tell that this story is a fantasy?* (It is set in places that don't really exist—like the lost city of Atlantis—and the story events probably wouldn't happen in real life.)
- **Draw Conclusions** *Why do you think Nemo sobs when he looks at the picture of a woman and two small children?* (Possible response: Perhaps they are, or were, his wife and children.)

#### Writing Options

- **Alternate Ending** Remind students it is possible that Nemo survives the whirlpool. Have students write a few sentences telling what his next adventure will be.
- **Book Review** Have students write a few sentences to tell their opinion of the book. Is it a treasure of a story?
- **Journal Entry** Invite students to write about why they think people enjoy reading stories about amazing adventures and discoveries.

## BL > BELOW LEVEL 590L

### Searching for Sunken Treasure

by George Capaccio

#### Build Comprehension

- **Make Comparisons** *Why does Bo Conway study shipwrecks?* (Possible response: He thinks they tell a lot about the past.) *What about Lucille Cormac? Why is she interested in shipwrecks?* (Possible response: She likes the attention and the possibility of getting rich.)
- **Make Judgments** *Divers have to apply for special permits to dive near shipwrecks like the Santa Rosa. Do you think that's fair? Why or why not?* (Possible responses: Yes, it's fair because it helps protect ancient artifacts. No, it's not fair because the shipwrecks are so old that they don't belong to anybody; people should be able to dive near them if they want.)

#### Writing Options

- **Descriptions** Have students write descriptions of two or more of the treasures found on each sunken ship.
- **News Report** Have students write a brief news report about the discovery of the *Santa Rosa*.
- **Journal Entry** Ask students to describe where they would go and why if they could be part of an expedition.

### Check & Reteach

Ask students to identify 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 the theme in your book.

Title	Characters
Theme	
Setting	Plot

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

For use with TE pages SG2-3G15 **SG6.9** Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**  
**20,000 Leagues Under the Sea PART 2**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

**Story Words**  
battle  
daring  
fear  
position  
terrifying

1. **Describe How Character Changes** How does Aronax change in Part 2 of the story?
2. **Analyze Theme** Use these questions and your chart to help you tell about the book's theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
3. **Summarize** Describe the battle between the Abraham Lincoln and the Nautilus. Give only the most important details.
4. **Close Question Generalize** Why do you think treasure seekers are willing to face great challenges?

For use with TE pages SG2-3G15 **SG6.10** Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**  
**Searching for Sunken Treasure**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

**Story Words**  
assignment  
claim  
document  
recover  
research

1. **Describe How Character Changes** What does Cody learn that he doesn't know at the beginning of the story?
2. **Analyze Theme** Use these questions and your chart as you tell about the book's theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events from beginning to the end of the story?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
3. **Summarize** How do divers document the location of a sunken ship and its treasures? Give only the most important details.
4. **Close Question Generalize** Why is it sometimes important to seek treasure?

For use with TE pages SG2-3G15 **SG6.11** Unit 6 | Treasure Hunters

**OL** ON LEVEL 820L

**The Stowaway PART 2**  
by Kristiana Gregory

**Build Comprehension**

- **Character’s Motivation** *What makes Carlito even more determined to get revenge against the pirates?* (Possible response: They leave Montague on a small island without any fresh water so that she will slowly die.)
- **Make Judgments** *Was justice served in the end? Why or why not?* (Possible response: Yes and no. Parvo faced some kind of punishment, but Bouchard escaped to South America. Eventually, he was killed in a revolt, but he was never punished for his crimes in Monterey.)

**Writing Options**

- **Message** Ask students to write messages that Carlito and others might have put in bottles when they were marooned.
- **Descriptions** Have students write brief descriptions of the characters without naming them. Partners can trade descriptions and guess the identities of the characters.
- **Journal Entry** Invite students to write their opinion of the best way to respond during a time of conflict or danger.

**AL** ABOVE LEVEL 980L

**The Black Pearl PART 2**  
by Scott O’Dell

**Build Comprehension**

- **Make Comparisons** *Compare the characters of Soto Luzon and Gaspar Ruiz. How are they similar?* (Possible response: They are both men of the sea.) *How are they different?* (Possible response: Gaspar is willing to take greater risks for the sake of getting rich. Soto is much more humble.)
- **Draw Conclusions** *What do you think Ramón has learned from this experience?* (Possible response: He has learned to respect the forces of nature and the warnings of his elders.)

**Writing Options**

- **Speech** Have students write a speech from the point of view of Ramón to tell three important things he has learned about treasure.
- **Caption** Have students write a detailed caption to give information about the pearl to visitors at Ramón’s church.
- **Journal Entry** Invite students to describe an adult who has taught them an idea, skill, or lesson of great value.



**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 SG6.14** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**The Stowaway PART 2**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

Story Words
candless
fate
regret
satisfaction
witness

1. **Describe How Character Changes** How do Carlito’s feelings about Billy and Montague change in Part 2?
2. **Analyze Theme** Use these questions and your chart as you tell about the book’s theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
3. **Summarize** How does Carlito rescue his friends? Give only the most important details.
4. **Generalize** What is lost or gained when people seek treasure?

For use with TE pages SG2–SG5 **SG6.12** Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**

**The Black Pearl PART 2**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

Story Words
coward
generous
hesitate
ignorant
value

1. **Describe How Character Changes** How does Ramón change in Part 2?
2. **Analyze Theme** Use these questions and your chart as you tell about the story’s theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
3. **Summarize** How does Ramón return the pearl? Give only the most important details.
4. **Generalize** What else might people find when they seek treasure?

For use with TE pages SG2–SG5 **SG6.13** Unit 6 | Treasure Hunters

**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.

20,000 Leagues Under the Sea, Part 2
Searching for Sunken Treasure
The Stowaway, Part 2
The Black Pearl, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What is similar about the treasure hunters in these books? How are they different?
2. What are the important messages of these stories?
3. **Generalize** What is important to remember when people seek treasure?

For use with TE pages SG2–SG5 **SG6.14** Unit 6 | Treasure Hunters

### OBJECTIVES

**Thematic Connection: Types of Explorers**

Read and Comprehend Informational Text

Explain Text Structure: Chronology

## Pirate Tales by Francis Downey and Sara Lorimer

**Summary** *Pirate Tales* explores the lives of the dreaded pirate Blackbeard and several female pirates. It also describes the work of underwater archaeologists. “Pirate King” explains how Blackbeard became captain of several pirate ships in the 1700s. He attacked vessels for money and blockaded Charleston to get medicine. Then he sank his own ship and retired from life as a pirate. He lived as a gentleman for a time, but soon returned to his old ways. Archaeologists think they have found the remains of Blackbeard’s ship.

“Girl Pirates” describes female pirates Mary Read, Anne Bonney, Rachel Wall, and Cheng I Sao. Women chose to live as pirates because they had more freedoms at sea than on land. Many ended up in prison or dead. “Bringing Up Pirate Bounty” describes how archaeologists bring artifacts of shipwrecks to the surface to study them.

**Activate Prior Knowledge** Display the front cover and ask: *What are pirates?* (sailors who attack ships to get treasures) *How would you describe a pirate’s life?* (Possible responses: dangerous, adventurous)

**Build Background** Explain that in the 1700s, sailors in the Atlantic feared attacks from the pirate Blackbeard. Now, scientists think they have found remains of Blackbeard’s ship off the North Carolina coast. Use the map on page 4 to point out the wreck site. Guide students to identify and point to other places on the map, such as Charleston and New Providence.

### PROGRAM RESOURCES

#### PRINT ONLY

*Pirate Tales*, Pioneer Edition

*Pirate Tales*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

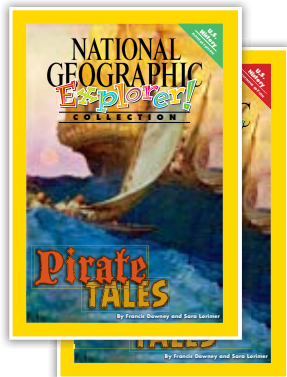
#### Reading

Describe Text Structure CC.4.Rinf.5

Read and Comprehend Informational Text CC.4.Rinf.10

#### Language

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



### Mini Lesson

#### Explain Text Structure: Chronology

Explain: *When an author uses a chronological structure, the author describes events in the order they happen. The author may include dates and time order words, such as next or soon.* Point out that good readers can describe how a text is organized chronologically.

Read aloud the following text from page 4 of the Pioneer Edition of *Pirate Tales* as students listen.

#### Teach’s Teacher

In 1716, Blackbeard was probably on a small island called New Providence.

#### Pirate Plunder

The next year, Blackbeard spotted a ship in the distance. The ship turned. It sped toward the new target.

When they got near the ship, they fired at it.

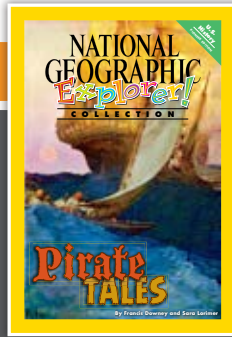
#### Text from Pioneer Edition

Then, think aloud to model how to describe the chronological structure of a text: *In this text, the author describes events in Blackbeard’s life. I see the date 1716 in the first paragraph. Then, in the first sentence of the next section, I see the phrase “The next year.” This is a clue that events are being described in the order they happened:*

- *In 1716, Blackbeard lived on a small island.*
  - *The next year, 1717, the pirate saw a ship and fired at it.*
- The author presents the events in order, or chronologically.*

Have students explain how the information in the text is organized. (Possible response: The author describes events in Blackbeard’s life in time order. The author includes a date and the phrase “The next year.” This is a clue that he is telling events in chronological order.)

**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Pirates

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*captain crew pardon*

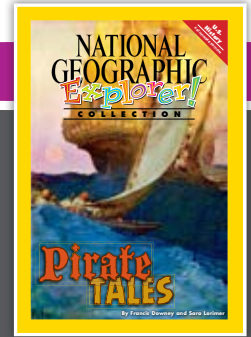
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** What have scientists found off the coast of North Carolina? (They think they have found Blackbeard’s pirate ship.) What will scientists learn from this find? (They may learn about life on a pirate ship.)
- Explain Text Structure: Chronology** How did Blackbeard become a pirate? List the events in order. (In 1716, he lived on the island New Providence. There he met the pirate captain Benjamin Hornigold. Then, Blackbeard probably became part of Hornigold’s crew.)
- Describe** What was Blackbeard’s life like after he stopped being a pirate? (He lived like a gentleman. He married a wealthy woman. People respected him.) Why did he become a pirate again? (He didn’t want a quiet life.)
- Details** Why did some women become pirates? (They had freedoms they did not have on land. They did not have to run a house or support a family. They could do what they wanted.)
- Main Idea** Why is it hard for archeologists to work underwater? (They have to wear equipment to breathe underwater. It is heavy and hard to work in. Also, they have to bring the objects to the surface to study them.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: R

**Content Connection:** Pirates

**Social Studies Vocabulary**

Use Wordwise on page 7 to introduce new words:

*captain crew pardon surrender*

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.

- Explain** Why is finding Blackbeard’s ship important? (The objects found on the ship can help scientists learn about life on a pirate ship.)
- Explain Text Structure: Chronology** How did Blackbeard become a pirate? List the events in order. (In 1716, he lived on the island New Providence. There he met the pirate captain Benjamin Hornigold. Then, Blackbeard probably became part of Hornigold’s crew. )
- Describe** Describe Blackbeard’s life during retirement. (He lived like a gentleman, possibly in a large house. He married a wealthy woman. People respected him.) Why did he become a pirate again? (He got tired of living a quiet life.)
- Details** Why did some women become pirates? (They gained freedoms they did not have on land, and they could do what they wanted.) What happened to pirates—both men and women? (Most were killed or went to prison.)
- Main Idea** What makes underwater archaeology difficult? (People have to wear equipment to breathe underwater. The equipment is hard to work in. It slows things down. Also, people have to bring the objects to the surface to study them.)

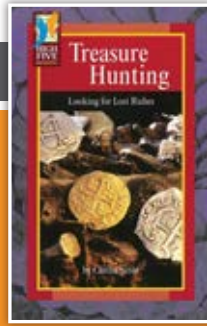
**Check & Reteach**

**OBJECTIVE:** Explain Text Structure: Chronology

Have partners take turns explaining the chronological structure in “The Tale of the *Queen Anne’s Revenge*” on page 10. (The author uses time order to tell about Blackbeard’s ship. A date, as well as time order words “for almost 300 years” and “now,” are included.)

For students who cannot describe chronological text structure, reteach using the section “Port of Call” on page 6. Say: *This section describes Blackbeard’s blockade of Charleston and his retirement. How does the author present the events?* Have students scan the text, focusing on its structure and looking for time order words. Then have groups discuss how the information is organized. (The author presents the events in time order. He gives the date 1718 and uses the time order words “soon,” “in less than two years,” and “now.”)

**BL** BELOW LEVEL 510L



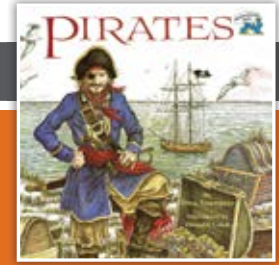
**Treasure Hunting:  
Looking for Lost Riches**

by Caitlin Scott

Content Connection: **Modern Treasure Hunters**

**Narrative Nonfiction** | Pages: 48 | Lexile: 510L | GR: S

**BL** BELOW LEVEL 650L



**Pirates**

by Dina Anastasio

Content Connection:  
**Pirates**

**Expository Nonfiction** | Pages: 32 | Lexile: 650L | GR: P

**OBJECTIVES**

**Thematic Connection: Types of Explorers**

Read and Comprehend Literature

- Determine Importance to Comprehend Text
- Explain Text Structure: Sequence

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG6.15, page SG42
- Practice Master SG6.16, page SG43
- Practice Master SG6.17, page SG44
- Practice Master SG6.21, page SG48

**TECHNOLOGY ONLY**

Digital Library: Treasure Chest

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–21
- DAY 3 Read pages 22–43 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Treasure hunting takes determination and luck. Some hunters search for years before finding anything of value, while others have discovered troves in their own backyard. This book discusses tools, methods, secret codes, laws, and ethical questions related to treasure hunting. It ends by telling about lost treasures still waiting to be found, such as a “Money Pit” that purportedly exists on Oak Island, near Nova Scotia.

**Activate Prior Knowledge** Ask: *What kinds of treasures do you think are waiting to be found?* (Possible responses: gold, money, jewelry, objects from long ago)

**Build Background** Display the **Digital Library** photo as an example of treasure that has been buried and uncovered.

**Story Words** Use **Practice Master SG6.15** to extend vocabulary.

- costly, page 13
- equipment, page 19
- expert, page 39
- invent, page 19
- reward, page 34

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG6.15, page SG42
- Practice Master SG6.16, page SG43
- Practice Master SG6.18, page SG45
- Practice Master SG6.21, page SG48

**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** Although pirates were treasure hunters, they stole much more than gold, silver, and jewels. Pirates also stole anything that might sell, including cotton, tobacco, and maps. Some pirates also took over ships that carried enslaved people. Maps had special value, because they showed the locations of prosperous towns and safe harbors.

**Activate Prior Knowledge** Have students brainstorm the kinds of things they think pirates might have stolen and why.

**Build Background** Display the book cover and talk about the scene: *Pirates of long ago stole from other ships. As you will read, they stole more than gold and silver.*

**Story Words** Use **Practice Master SG6.15** to extend vocabulary.

- code, page 17
- elected, page 17
- panic, page 8
- signal, page 8
- valuable, page 15

**OL** ON LEVEL 820L



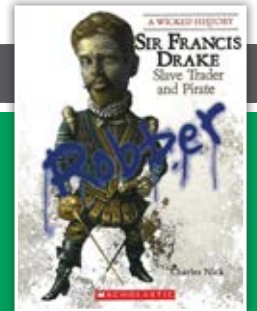
**Pirates! Raiders of the High Seas**

by Christopher Maynard

Content Connection:  
**Pirates**

**Narrative Nonfiction** | Pages: 48 | Lexile: 820L | GR: V

**AL** ABOVE LEVEL 960L



**Sir Francis Drake PART 1**

by Charles Nick

Content Connection:  
**Sir Francis Drake**

**Biography** | Pages: 128 | Lexile: 960L | GR: V

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Informational Text	CC.4.Rinf.10
Describe Text Structure	CC.4.Rinf.5
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Determine the Main Idea of Text	CC.4.Rinf.2
Summarize	CC.4.Rlit.2

**Writing**

Write Over Shorter Time for Specific Tasks	CC.4.W.10
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**Speaking and Listening**

Draw on Preparation to Explore Ideas	CC.4.SL.1.a
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**Language and Vocabulary**

Acquire and Use Academic Words	CC.4.L.6
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**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG6.15, page SG42**

**Practice Master SG6.16, page SG43**

**Practice Master SG6.19, page SG46**

**Practice Master SG6.21, page SG48**

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–21
- DAY 3 Read pages 22–48 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** Pirates have sailed the oceans in search of treasure since ancient times. Through stunning images, maps, photographs of artifacts, and dramatic historical narrative, this book reports on such infamous pirates as Captain Kidd, Blackbeard, and the kidnapers of the early Roman emperor Julius Caesar. Each account is presented in clear historical and geographical context.

**Activate Prior Knowledge** Have students brainstorm a composite character sketch of a pirate by drawing on details that they have encountered in movies, books, or other media.

**Build Background** Display the map on pages 4–5 and point out the labeled locations. Explain: *Pirates were active in many places around the world.*

**Story Words** Use **Practice Master SG6.15** to extend vocabulary.

<i>discipline</i> , page 31	<i>penalty</i> , page 4	<i>persuade</i> , page 12
<i>reputation</i> , page 40	<i>thrive</i> , page 4	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

**Practice Master SG6.15, page SG42**

**Practice Master SG6.16, page SG43**

**Practice Master SG6.20, page SG47**

**Practice Master SG6.21, page SG48**

**SUGGESTED PACING, PART 1**

- DAY 2 Introduce and read pages 1–23
- DAY 3 Read pages 24–49 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**PART 2:**  
See pages SG24–SG27.

**Summary** From 1567 to 1596, Francis Drake raided the seas of the world, kidnapping Africans into slavery and plundering Spanish loot in the Caribbean and Pacific. Queen Elizabeth I began to rely on Drake's raids to fund her military campaigns against Spain, and was so grateful for his help that she knighted him. After leading failed operations in Spain and Portugal, Sir Francis Drake died at sea, leaving behind a controversial legacy.

**Activate Prior Knowledge** Ask: *What heroes and villains have you learned about in history? Can someone ever be both? Why or why not?*

**Build Background** Have students study and discuss the world map that follows the title page. Point out the author's word choices in describing Drake: *battling, control, deserted, stole.*

**Story Words** Use **Practice Master SG6.15** to extend vocabulary.

<i>abandon</i> , page 35	<i>ambitious</i> , page 20	<i>authority</i> , page 56
<i>reputation</i> , page 20	<i>seize</i> , page 40	



## BL > BELOW LEVEL 510L

### Treasure Hunting: Looking for Lost Riches

by Caitlin Scott

#### Build Comprehension

- **Make Comparisons** *Which treasure hunter do you think had the best luck or the worst luck? Why?* (Students should cite details from the text to support their ideas. For example, some students might say that Dirk Fisher had the worst luck because he found millions of dollars but lost people he loved.)
- **Make Judgments** *How would you decide who should keep a treasure they have found? Support your judgment.* (Students should cite the ethical and legal issues raised in Chapter 4.)

#### Writing Options

- **List** Have students list tools or skills that treasure hunters need. Students should tell how each tool or skill is helpful.
- **Message in Code** Invite students to write an encoded message telling about the location of a hidden treasure. Have partners trade and decode each other's messages.
- **Journal Entry** Have students write about a time when they took great effort to find something that was lost or hidden.

## BL > BELOW LEVEL 650L

### Pirates

by Dina Anastasio

#### Build Comprehension

- **Explain** *In what way did pirates follow plans or rules?* (Students should explain having to follow captain's orders, how pirates planned an attack, or the design of a ship's flag.)
- **Evaluate** *Do you think the pirates trusted each other? Why or why not?* (Students should support their ideas, such as by citing the Pirates' Code of Conduct or by pointing out how the female pirates tricked Calico Jack.)

#### Writing Options

- **Jolly Roger** Have students design a symbol for a "Jolly Roger," or pirate flag. Tell them to write a few sentences explaining what the symbol on their flag means.
- **Dialogue** Have students create a short script in which two of the pirates plan one of their daily activities.
- **Journal Entry** Encourage students to write their opinions of pirates. Do they think pirates are interesting or scary? Why?

### Check & Reteach

Ask students to identify the sequence of events in each book.

If students have difficulty identifying the sequence of events, refer them to their time lines. Ask: *What happens first? And then what happens?*

#### DURING READING

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

**Time Line**

**Sequence**

Use the time line to take notes about the sequence of events in your book.

↑

First:

↓

Next:

↓

Then:

↓

Finally:

↓

Use your time line to tell a partner about the book.

For use with TE pages SG16-SG21 **SG6.16** Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**

**Treasure Hunting: Looking for Lost Riches**

Review the story words with your group. Then discuss these questions together.

Story Words
costly
equipment
expert
invent
reward

1. **Analyze Text Features** Look at the map on page 40 and the chart on page 41. How do these two features go together?
2. **Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of Mel Fisher's story.
  - **First** How did Mel Fisher figure out that the Atocha was in the Marquesas?
  - **Next** What happened in 1980?
  - **Then** What did the state of Florida do? How did Fisher react?
  - **Finally** How did Fisher finally find what he was looking for?
3. **Determine Importance** Summarize Peter Whatling's story. Give only the most important details.
4. **Think/Question Generalize** How do treasure hunters deal with unexpected events?

For use with TE pages SG16-SG21 **SG6.17** Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**

**Pirates**

Review the story words with your group. Then discuss these questions together.

Story Words
code
elected
panic
signal
valuable

1. **Analyze Text Features** Look at the flags on page 9. What do you think the signals mean?
2. **Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of a pirate attack.
  - **First** How does a pirate ship get close to the ship it wants to attack?
  - **Next** How do the pirates get on the ship?
  - **Then** What happens once they are on the ship?
  - **Finally** Where do the pirates go when they are finished with their attack?
3. **Determine Importance** Tell about Blackbeard's hidden treasure. Give only the most important details.
4. **Think/Question Generalize** What do you think pirates of long ago considered the greatest treasures of all?

For use with TE pages SG16-SG21 **SG6.18** Unit 6 | Treasure Hunters

**OL** ON LEVEL 820L

**Pirates! Raiders of the High Seas**  
by Christopher Maynard

**Build Comprehension**

- **Form Generalizations** *How did pirates capture treasures?* (Possible response: They chased and boarded ships, made surprise attacks, kidnapped prisoners for ransom, or dressed, spoke, and acted terrifying.)
- **Draw Conclusions** *Who do you think was the most dangerous pirate of all? Why?* (Students should cite details from the text. For example, Henry Morgan showed no mercy to the holy monks and nuns and he eventually punished other pirates.)

**Writing Options**

- **Description** Have students write a description of a pirate in the book and have a partner guess the pirate’s identity.
- **Reward Sign** Have students use images and textual details to write a sign warning about the theft of treasures by pirates.
- **Journal Entry** Have students write their opinion of pirates and why they feel that way. Were they brave adventurers or just cruel villains?

**AL** ABOVE LEVEL 960L

**Sir Francis Drake PART 1**  
by Charles Nick

**Build Comprehension**

- **Analyze** *What does the book tell you about the early years of Drake? Give an example.* (Students’ responses should reflect that while little is known of Drake’s childhood, he had become a skilled pirate by the age of 20.)
- **Explain** *Why does the author say Drake was “full of contradictions”?* (Students should cite examples of Drake as both a “great explorer” and a “gold-hungry, lawless pirate.”)

**Writing Options**

- **Idea Web** Have students write *Sir Francis Drake* in the center of a web and then add other figures from history. Students can briefly summarize the relationships between these figures.
- **News Accounts** Have students write two different news accounts of Drake’s raid in Panama—one from a Panamanian perspective and the other from an English perspective.
- **Journal Entry** Ask students to write a journal entry to tell whether they agree that reading a biography, such as about Drake, is a kind of treasure hunt. Why or why not?



**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 SG6.21** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Pirates! Raiders of the High Seas**

Review the story words with your group. Then discuss these questions together.

Story Words
discipline
penalty
persuade
reputation
thieve

1. **Analyze Text Features** Look at the text going down the side of each page. What kind of information does it give?
2. **Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of the first story.
  - **First** What was the first sign that Julius Cesar was in trouble?
  - **Next** Where did the pirates take him? What happened there?
  - **Then** How did Cesar and his slave get away from the pirates?
  - **Finally** What was the pirates’ penalty for kidnapping Cesar?
3. **Determine Importance** Summarize another story from the book. Give only the most important details.
4. **Life Question Generalize** How can the search for treasure affect what people are willing to do?

For use with TE pages SG6-5G21 SG6.19 Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**

**Sir Francis Drake PART 1**

Review the story words with your group. Then discuss these questions together.

Story Words
abandon
ambitious
authority
reputation
treasure

1. **Analyze Text Features** Look at the web on pages 8–9. Which of these characters were introduced in Part 1? What does this tell you about Part 2?
2. **Identify Sequence of Events** Use these questions and your chart to help you tell the biography’s sequence of events.
  - **First** Where did Drake move as a teenager? Why is this important?
  - **Next** When did he first sail? What happened during that voyage?
  - **Then** What two important events took place in Drake’s life in this period?
  - **Finally** What were Drake’s plans after he raided Panama?
3. **Determine Importance** Why were relations between England and Spain so bad at this time? Give only the most important details.
4. **Life Question Generalize** Why do some treasure hunters keep searching long after they find riches?

For use with TE pages SG6-5G21 SG6.20 Unit 6 | Treasure Hunters

**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.

Treasure Hunting: Looking for Lost Riches
Pirates
Pirates! Raiders of the High Seas
Sir Francis Drake, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. Compare the treasure hunters in these books. How are they similar? How are they different?
2. What is a common sequence of events in each of these different stories? Tell about the beginning, middle, and end of a typical treasure hunt.
3. **Life Question** How can the search for treasure change people’s lives?

For use with TE pages SG6-5G21 SG6.21 Unit 6 | Treasure Hunters

### OBJECTIVES

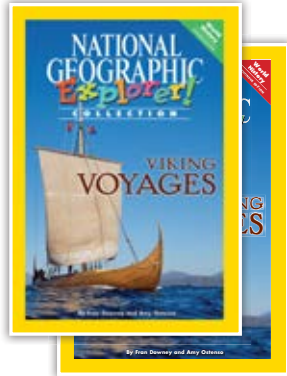
#### Thematic Connection: European Explorers

Read and Comprehend Informational Text

Summarize

## Viking Voyages by Fran Downey and Amy Ostenso

**Summary** *Viking Voyages* explores the history of the Vikings, their voyages of exploration, and their navigation techniques. In “Viking Voyages,” author Fran Downey tells how Viking warriors first sailed from what is now Scandinavia to England in 793. They brutally attacked villages to gain treasures. However, many Vikings lived peacefully in villages and on farms. Other Vikings were daring explorers. In 982, Erik the Red sailed to Greenland. Later, his son Leif Eriksson reached the East Coast of North America, which he named Vinland. The Vikings’ expertise as shipbuilders contributed to their success as explorers. “Voyages of Discovery” explains how Vikings navigated in dangerous and unknown waters. One approach was to sail with the winds and ocean currents of the North Atlantic. Vikings also followed the flight of birds and used the sun and stars as guides.



**Activate Prior Knowledge** Display the front cover and ask: *Why did people long ago make sea voyages?* (Possible responses: to find new lands; to gain power; to explore the world; to look for treasure)

**Build Background** Explain that Vikings were daring explorers and able sailors who lived about 1,200 years ago. Sailing in swift ships, they were the first Europeans to reach North America’s mainland. Use the map on page 10 to point out the Vikings’ homeland (Scandinavia) and their sailing route in 1000 C.E. Have students identify and point to each location.

### PROGRAM RESOURCES

#### PRINT ONLY

*Viking Voyages*, Pioneer Edition

*Viking Voyages*, Pathfinder Edition

#### TECHNOLOGY ONLY

My Vocabulary Notebook

### COMMON CORE STANDARDS

#### Reading

Summarize CC.4.Rinf.2

Read and Comprehend Informational Text CC.4.Rinf.10

#### Language

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

### Mini Lesson

#### Summarize

Explain: *When you summarize a text, you tell the main idea and most important details in a few sentences.* Point out that good readers summarize information to help understand and remember it.

Read aloud the following text from page 7 of the Pioneer Edition of *Viking Voyages* as students listen.

#### Ship Ahoy!

Viking ships were wonders of their day. No one else had anything like them. The Vikings owed much of their success to their shipbuilders.

Each ship was built for speed. The hulls were designed to glide over waves. That made them faster than other ships. Large colorful sails caught the wind. Some of the sails were 40 feet across.

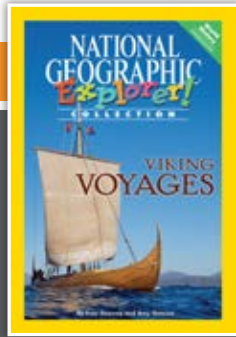
#### Text from Pioneer Edition

Then, think aloud to model how to summarize text: *To summarize the information in this text, I look for the main idea and key details:*

- *The author states the most important, or main, idea in the first paragraph—Viking ships were wonders of their day.*
- *The author gives important details about the ships in the next paragraph—they were built for speed and they had large sails that were 40 feet across.*

Have students use the main idea and details identified above to summarize the text in a few sentences. (Possible response: The Vikings’ ships were different from all other ships of the time. The ships were very fast, with big sails that were 40 feet across.)

**BL** BELOW LEVEL



**PIONEER EDITION**

GR: P

**Content Connection:** Vikings

**Social Studies Vocabulary**

Use Wordwise on page 9 to introduce new words:

*continent island village voyage*

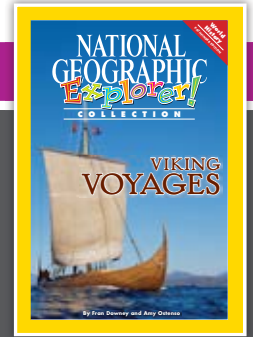
Have students add new words to **My Vocabulary Notebook**.

**Build Comprehension**

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** Why were people afraid of the Vikings? (Vikings were fierce warriors. They attacked settlements along the coast of Europe and stole people's valuables.)
- Summarize** How did the Vikings live when they were at home? (Possible response: Some lived in villages and worked as merchants and craftspeople. They built houses of wood, mud, and soil. Other Vikings lived on farms. They grew vegetables and raised animals. They enjoyed sports and games.)
- Describe** What was special about Viking ships? (They were faster than other ships. Viking ships were big and could carry people and their horses.)
- Details** Name two methods Vikings used to find their way across the ocean. (Possible responses: direction of winds and ocean currents; patterns of clouds; flight of birds; the sun and stars)
- Main Idea** How did Viking explorers make history? (The Vikings were the first Europeans to reach North America.)

**OL** ON LEVEL



**PATHFINDER EDITION**

GR: R

**Content Connection:** Vikings

**Social Studies Vocabulary**

Use Wordwise on page 9 to introduce new words:

*continent inhabitant island voyage*

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.

- Explain** Why did people fear the Vikings? (Vikings were fierce warriors. They attacked settlements along the coast, stole people's valuables, and captured slaves.)
- Summarize** Describe life in Viking villages and farms. (Possible response: Some were villagers who worked as merchants and craftspeople. They built houses of wood, mud, and soil. Some were farmers who worked growing vegetables and raising livestock. They enjoyed sports and games.)
- Describe** What was special about Viking ships? (Viking ships were faster than other ships. The ships were huge—large enough to carry people and their horses.)
- Details** Name three navigation methods Viking explorers used during their voyages. (Possible responses: direction of winds and ocean currents; patterns of clouds; flight of birds; the sun and stars)
- Main Idea** How did Viking explorers make history? (They were the first Europeans to reach North America. They built the first European settlements there.)

**Check & Reteach**

**OBJECTIVE:** Summarize

Have partners take turns summarizing text in "New Lands" on page 8. (Possible response: Erik the Red and his son Leif Eriksson were both explorers. Leif sailed to uncharted lands on the East Coast of North America, a trip that his father had wanted to make.)

For students who cannot summarize text, reteach with the section "Other Tools" on page 11. Say: *When you summarize, you state the main idea and important details in a few sentences. How would you summarize the important idea and key details in this text?* Have students skim the text for the information. Make a class list of the main idea and details. Then have groups summarize the text. (Possible response: Vikings may have used a tool called a sun compass to help them sail across the sea. Since only two sun compasses have been found, not everyone agrees that they were used for navigation.)

**BL** BELOW LEVEL 530L



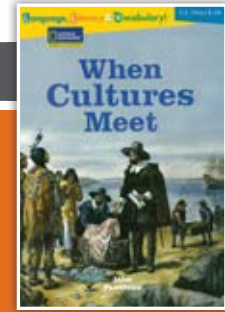
## Columbus and the Americas

by Peter and Connie Roop

Content Connection:  
**Christopher Columbus**

Expository Nonfiction | Pages: 32 | Lexile: 530L | GR: S

**BL** BELOW LEVEL 670L



## When Cultures Meet

by John Perritano

Content Connection:  
**Ferdinand Magellan**

Expository Nonfiction | Pages: 32 | Lexile: 670L | GR: R

### OBJECTIVES

#### Thematic Connection: European Explorers

##### Read and Comprehend Literature

- Determine Importance to Comprehend Text
- Use Details and Examples to Explain Text

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.24, page SG51
- Practice Master SG6.28, page SG55

### 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** In the 1400s, Europeans sought a sea route to the Indies that would be faster than sailing around Africa. Christopher Columbus believed it was possible to sail to the Indies by going west across the Atlantic. When the Queen and King of Spain agreed to finance his trip, Columbus set sail on the *Nina*, *Pinta*, and *Santa Maria*. On October 12, 1492, he reached an island in the Caribbean that he named San Salvador. Columbus made three more voyages, and other explorers soon followed, including Hernán Cortés and Robert de La Salle.

**Activate Prior Knowledge** Display the picture on page 17 and ask: *What do you know about Christopher Columbus?*

**Build Background** Display the maps on page 5. Ask: *How are the maps different?* (The 1492 map doesn't show America.)

**Story Words** Use Practice Master SG6.22 to extend vocabulary.

- |                           |                        |                        |
|---------------------------|------------------------|------------------------|
| <i>dangerous</i> , page 6 | <i>eager</i> , page 23 | <i>force</i> , page 14 |
| <i>supplies</i> , page 10 | <i>wealth</i> , page 6 |                        |

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.25, page SG52
- Practice Master SG6.28, page SG55

#### TECHNOLOGY ONLY

Digital Library: Native American

### 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** Early contacts between Europeans and Native Americans were full of wonder, fear, and danger. They traded goods and taught each other new skills, but many of the changes were harsh, especially for Native Americans. Europeans brought diseases and the concept of land ownership. Europeans also brought the horse, an animal that was quickly integrated into the Native American way of life. The meeting of these two cultures changed life in the Americas forever.

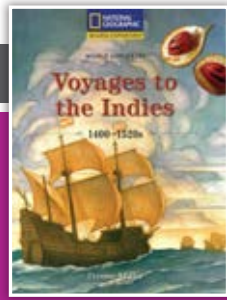
**Activate Prior Knowledge** Display the Digital Library photo and ask: *What do you know about Native American culture?*

**Build Background** Point out that Native Americans had been living in the Americas for more than 10,000 years before the first European explorers arrived.

**Story Words** Use Practice Master SG6.22 to extend vocabulary.

- |                            |                         |                          |
|----------------------------|-------------------------|--------------------------|
| <i>arrival</i> , page 6    | <i>choice</i> , page 22 | <i>contact</i> , page 24 |
| <i>introduce</i> , page 18 | <i>tribe</i> , page 28  |                          |

**OL** ON LEVEL 730L



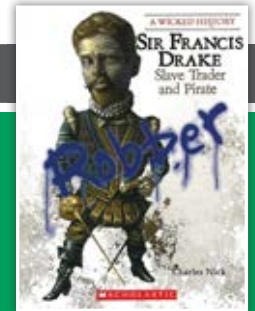
**Voyages to the Indies: 1400–1520**

by Danny Miller

Content Connection:  
**The Age of Exploration**

**Expository Nonfiction** | Pages: 32 | Lexile: 730L | GR: V

**AL** ABOVE LEVEL 960L



**Sir Francis Drake PART 2**

by Charles Nick

Content Connection:  
**Sir Francis Drake**

**Biography** | Pages: 79 | Lexile: 960L | GR: V

**COMMON CORE STANDARDS**

**Reading**

Read and Comprehend Informational Text	CC.4.Rinf.10
Refer to Details and Examples When Explaining Text	CC.4.Rinf.1
Summarize	CC.4.Rlit.2

**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 SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.26, page SG53
- Practice Master SG6.28, page SG55

**TECHNOLOGY ONLY**

Digital Library: Spices, World Map

**SUGGESTED PACING**

- DAY 2 Introduce and read pages 1–13
- DAY 3 Read pages 14–30 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**Summary** In the 1400s, Portugal began seeking a quick route to India in its effort to gain control over the spice trade. Prince Henry the Navigator, Bartholomeu Dias, and Vasco da Gama all helped establish routes around the Cape of South Africa. Ferdinand Magellan believed he could find a shorter route by instead sailing west around South America. Although Magellan died en route, his crew managed to sail all the way around the world in a grueling voyage that lasted three years.

**Activate Prior Knowledge** Display the **Digital Library** photo of spices and ask students to name spices they know.

**Build Background** Display the **Digital Library** world map and ask students to help you identify different possible sea routes from Portugal to India.

**Story Words** Use **Practice Master SG6.22** to extend vocabulary.

achieve, page 29	contact, page 11	develop, page 6
greed, page 30	wealth, page 9	

**PROGRAM RESOURCES**

**PRINT & TECHNOLOGY**

- Practice Master SG6.22, page SG49
- Practice Master SG6.23, page SG50
- Practice Master SG6.27, page SG54
- Practice Master SG6.28, page SG55

**SUGGESTED PACING, PART 2**

- DAY 2 Introduce and read pages 50–81
- DAY 3 Read pages 82–128 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

**PART 1:**

See pages SG18–SG21.

**Review Part 1** For a complete summary of *Sir Francis Drake*, see page SG19. Have students return to the time lines they made for Part 1. Ask: *What happened during Drake's first voyage?* (He deserted Hawkins and 100 other men during a slave raid.) *What happened after that?* (He raided a mule train in Panama and then decided he would be the first Englishman to sail from the Atlantic to the Pacific.)

**Activate Prior Knowledge** Form small groups and have groups talk about the reasons England, Spain, and other European countries had for exploring the world in the 1500s. Ask a member of each group to summarize their discussion.

**Build Background** Have students use the map on pages 4–5 to recall the routes that Drake has taken so far. Point out the routes of the voyages that Drake will take in Part 2.

**Story Words** Use **Practice Master SG6.22** to extend vocabulary.

confess, page 86	declare, page 88	greed, page 121
insult, page 71	repair, page 70	

## BL > BELOW LEVEL 530L

### Columbus and the Americas

by Peter and Connie Roop

#### Build Comprehension

- **Goal and Outcome** *Did Columbus reach his goal? Explain your answer.* (Possible response: His goal was to find a quick sea route to Asia. Instead, he sailed to the Americas.)
- **Evaluate** *How did European explorers change the world?* (Possible response: Europeans learned of the existence of two more continents and began conquering them. People in the Americas were forced to give up old ways of life.)

#### Writing Options

- **Thought Balloons** Have students sketch an early encounter between Europeans and people of the Americas. Students should write thought balloons or a detailed caption to explain the historical significance of the encounter.
- **Logbook** Have students write two brief entries for the different journals that Columbus kept—his private logbook and the one he showed to other sailors.
- **Journal Entry** Invite students to write about a part of the world they would like to explore and to explain why they are interested in that area or region.

## BL > BELOW LEVEL 670L

### When Cultures Meet

by John Perritano

#### Build Comprehension

- **Explain** *What happened when Europeans came to the Americas?* (Possible response: They met Native Americans, who had lived here for thousands of years before their arrival. The two groups had to get used to each other.)
- **Make Comparisons** *How were the two cultures different from each other?* (Possible response: They had different ways of talking, dressing, and acting. They also had different beliefs. Native Americans believed in sharing the land, but Europeans wanted to keep the land for themselves.)

#### Writing Options

- **Explanation** Have students write a few sentences to explain why European exploration led to both the discovery of treasure and the loss of treasure.
- **Comparative Chart** Have students create a two-column chart describing the Americas before and after European contact.
- **Journal Entry** Encourage students to write about a time they learned of a culture or belief that was different from their own.

### Check & Reteach

Ask students to identify important details in each book.

If students have difficulty identifying important details, refer them to their detail charts. Ask: *What is the main idea? What is an important detail related to that idea? Why is the detail important?*

#### DURING READING

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

**Details Chart**

**Important Details**

Use the details chart to take notes about important details in your book.

Important Details	Why They Are Important

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

For use with TE pages SG6.23–SG6.24 Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**

**Columbus and the Americas**

Review the story words with your group. Then discuss these questions together.

**Story Words**

- dangerous
- eager
- force
- supplies
- wealth

1. **Analyze Text Features** Compare the map on page 7 with the map on page 14. How does comparing the maps help you understand the text?
2. **Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** On page 13, the text says that the King and Queen were very pleased with Columbus. What details show that they were pleased?
  - **Why They Are Important** Why are these details important? What would have changed if the King and Queen hadn't been pleased?
3. **Determine Importance** Summarize "New Ways of Life" on page 26. Give only the most important details.
4. **ELA Question Generalize** How did treasure, or riches, affect the explorations of Christopher Columbus?

For use with TE pages SG6.23–SG6.24 Unit 6 | Treasure Hunters

#### AFTER READING

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

**Discussion Guide**

**When Cultures Meet**

Review the story words with your group. Then discuss these questions together.

**Story Words**

- arrival
- choice
- contact
- introduce
- tribe

1. **Analyze Text Features** Look at the glossary on pages 34–35. How can the glossary help you understand the text?
2. **Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** The text on page 11 says that Native Americans showed Europeans how to do many things. What are some examples?
  - **Why They Are Important** Why are these details important? What if Native Americans hadn't taught Europeans how to do these things?
3. **Determine Importance** Summarize the text on page 28. Give only the most important details.
4. **ELA Question Generalize** How were treasures both lost and gained when Europeans arrived in the Americas?

For use with TE pages SG6.25–SG6.26 Unit 6 | Treasure Hunters

**OL** ON LEVEL 730L

**Voyages to the Indies: 1400–1520**  
by Danny Miller

**Build Comprehension**

- **Explain** *How did the different explorers in this book add to Portugal's wealth?* (Possible response: They helped find routes to India and brought back gold, silver, and spices.)
- **Make Comparisons** *How did Magellan's voyage differ from all voyages before him?* (Possible response: Da Gama and other explorers sailed around Africa's Cape of Good Hope. Magellan went west around the southern tip of South America.)

**Writing Options**

- **Time Line** Have students make a time line with important dates and events from the book.
- **Persuasive Letter** Have students write a letter as one of the explorers to convince a king or queen to support their voyage.
- **Journal Entry** Remind students that spices were among the treasures that explorers brought back to Europe. Then, have students write a journal entry about how such treasures affect their everyday lives today.

**AL** ABOVE LEVEL 960L

**Sir Francis Drake PART 2**  
by Charles Nick

**Build Comprehension**

- **Analyze** *What was the attitude of Elizabeth I toward Drake during his life?* (Student responses should reflect the idea that her attitude depended on whether Drake's latest expedition had succeeded or failed at funding her plans.)
- **Draw Conclusions** *What event in this biography best illustrates what kind of person Drake was? Explain.* (Student responses should reflect aspects of Drake's contradictory reputation.)

**Writing Options**

- **News Brief** Have students write a brief news article describing an important event in the life of Drake.
- **List** On one half of a page, have students list places mentioned in the biography. On the other half, have students note briefly how those places relate to Drake's life.
- **Journal Entry** Have students write a journal entry to give their opinion of whether someone can really be a mixture of both hero and villain.



**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 SG6.28** to guide discussion.

**AFTER READING**

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

**Discussion Guide**

**Voyages to the Indies: 1400–1520**

Review the story words with your group. Then discuss these questions together.

Story Words
achieve
contact
develop
greed
wealth

1. **Analyze Text Features** Look at the time line at the bottom of page 5. How does the time line help you understand the text?
2. **Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** The text on page 6 describes several different kinds of ships. What are they?
  - **Why They Are Important** Why is it important to know about these different kinds of ships?
3. **Determine Importance** Summarize Chapter 1. Give only the most important details.
4. **Write Question Generalize** How can the search for treasures change history?

For use with TE pages SG24–SG27. **SG6.26** Unit 6 | Treasure Hunters

**AFTER READING**

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

**Discussion Guide**

**Sir Francis Drake PART 2**

Review the story words with your group. Then discuss these questions together.

Story Words
confess
declare
greed
insult
repair

1. **Analyze Text Features** Look at the index on pages 126–127. How can the index help you get more from the text?
2. **Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** Chapter 8 is about Drake's journey through the Strait of Magellan. What details show how difficult the journey was?
  - **Why They Are Important** Why are these details important? What do they tell you about Drake?
3. **Determine Importance** Summarize Chapter 16. Give only the most important details.
4. **Write Question Generalize** How can the search for treasure change history?

For use with TE pages SG24–SG27. **SG6.27** Unit 6 | Treasure Hunters

**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.

Columbus and the Americas
When Cultures Meet
Voyages to the Indies: 1400–1520
Sir Francis Drake, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did the Age of Exploration mean for native peoples? What did it mean for Europeans?
2. What details helped you visualize what these early encounters were like?
3. **Write Question** Why have people searched for treasure throughout history?

For use with TE pages SG24–SG27. **SG6.28** Unit 6 | Treasure Hunters



Academic Vocabulary

# Story Words

## 20,000 Leagues Under the Sea PART 1

**admire** (ad-mīr) *verb*

When you **admire** somebody, you think well of them. *The players admire their coach because she is honest and wise.*

**freedom** (frē-dum) *noun*

**Freedom** is the power to do what you want. *Everybody wants the freedom to make his or her own decisions.*

**gain** (gān) *verb*

To **gain** is to get something that is important. *Our team will gain extra points if we kick this goal.*

**instrument** (in-stru-ment) *noun*

An **instrument** is a tool or simple machine. *A calculator is an instrument for doing math.*

**passage** (pas-idj) *noun*

A **passage** is a tunnel or hallway. *A passage led from one end of the house to the other.*

## Encounter

**claim** (klām) *verb*

When you **claim** something, you say that it is yours and take it. *You can claim the prize if you win the contest.*

**encounter** (in-kown-tur) *noun*

An **encounter** is a meeting by chance or surprise. *In the woods, we suddenly had an encounter with a bear.*

**native** (nā-tiv) *adjective*

Something that is **native** to a place is from that place. *This cactus is a native plant here in Arizona.*

**stranger** (strān-jur) *noun*

A **stranger** is somebody you don't know. *Who is that stranger knocking at our door?*

**warning** (worn-ing) *noun*

A **warning** tells about possible danger. *We heard a warning on the news that a storm is coming.*

## The Stowaway PART 1

**capture** (kap-chur) *verb*

To **capture** something is to catch and keep it. *To win the game, a player must capture the pieces on the board.*

**disobey** (dis-u-bā) *verb*

If you **disobey** somebody, you don't do what he or she tells you to do. *Students should not disobey their teacher.*

**grief** (grēf) *noun*

You feel **grief** when you are very sad about something you lost. *We cried in grief when our dog ran away.*

**revenge** (rē-venj) *noun*

If you get **revenge**, you are getting back at someone for something he or she did to you. *Toby got revenge for the trick I played on him.*

**warning** (worn-ing) *noun*

A **warning** tells about possible danger. *Listen to my warning and you won't make the same mistakes that I made.*

## The Black Pearl PART 1

**confront** (kun-front) *verb*

To **confront** other people is to stop them and question them about what they are doing. *The coach had to confront the other players about their cheating.*

**encounter** (in-kown-tur) *noun*

An **encounter** is a meeting by chance or surprise. *My family had an encounter with our old neighbors after we moved.*

**flaw** (flah) *noun*

A **flaw** is a small mistake that takes away from the value of something. *That dark stain is a flaw in the painting.*

**luck** (luk) *noun*

**Luck** is the same as chance. *With luck, it might not rain on the day of the big game.*

**quality** (kwal-u-tē) *adjective*

**Quality** has to do with how good or bad something is. *The food at our school is of good quality.*

COPY READY

**Character Map**

# Science Concepts

Use the character map to take notes about the characters in your book. Complete the map after you finish the book.

COPY READY

<b>Events</b>		<b>Relationships</b>
	<b>Character's Name:</b> _____	
<b>Beginning</b>	<b>Middle</b>	<b>End</b>

Use your character map to tell a partner about the book.

## Discussion Guide

# 20,000 Leagues Under the Sea PART 1

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words

admire

freedom

gain

instrument

passage

COPY READY

- Analyze Characters' Relationships** How are Professor Aronnax, Conseil, and Ned Land related? What do they have in common?
- Describe Characters** Use these questions and your chart to describe characters in Part 1. After you finish the story, write about other events and characters.
  - **Events** What happens when Aronnax sails on the *Abraham Lincoln*?
  - **Relationships** What is the relationship between Aronnax and Nemo?
  - **How the Character Changes** How does Aronnax feel about Captain Nemo at first? How do his feelings change?
- Summarize** Summarize the first part of the book. Give only the most important details.
- BIG Question** **Generalize** Why do you think people want to go where nobody has gone before?

## Discussion Guide

# Encounter

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words

claim


encounter

native

stranger

warning

COPY READY

- 1. Analyze Characters' Relationships** Who tells the story? How do the other characters relate to him?
- 2. Describe Characters** Use these questions and your chart as you describe characters from the book. After you finish the story, write about other events and characters.
  - **Events** What happens at the beginning of the story?
  - **Relationships** How does the dream affect the boy's encounter with the strangers?
  - **How the Character Changes** How does the boy feel about the strangers? How do his feelings change?
- 3. Summarize** What happens during the feast? Give only the most important details.
- 4.  BIG Question Generalize** How can the search for treasure cause conflict?

## Discussion Guide

# The Stowaway PART 1

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words


capture

disobey

grief

revenge

warning

- 1. Analyze Characters' Relationships** Who are the people that Carlito cares about most?
- 2. Describe Characters** Use these questions and your chart as you describe the characters. After you finish the story, write about other events and characters.
  - **Events** What happens to Carlito and his loved ones when the *Santa Rosa* and *Argentina* come to Monterey?
  - **Relationships** How does Carlito come face to face with the pirates?
  - **How the Character Changes** How does Carlito feel about the pirates? How do his feelings change?
- 3. Summarize** What happens while Carlito is at sea? Give only the most important details.
- 4.  BIG Question Generalize** How can the search for treasure affect important events in history?

## Discussion Guide

**The Black Pearl PART 1**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words

confront

encounter

flaw

luck

quality

1. **Analyze Characters' Relationships** Who are the adults in Ramón's life?
2. **Describe Characters** Use these questions and your chart as you describe the characters. After you finish the story, write about other events and characters.
  - **Events** What happens when Ramón and Luzon go to the underwater cave?
  - **Relationships** How does Luzon try to protect Ramón and himself?
  - **How the Character Changes** How does Ramón feel about the Manta Diablo? How do his feelings change?
3. **Summarize** What happens when Ramón brings the pearl to La Paz? Give only the most important details.
4. **BIG Question** **Generalize** Why do you think people might look for treasure in places they know are dangerous?

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

20,000 Leagues Under the Sea, Part 1
Encounter
The Stowaway, Part 1
The Black Pearl, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do all of the characters in these books have in common?  
How are they different?
2. How does the search for treasure affect the way the characters treat each other?
3. **Big Question** What do you think treasure seekers have in common?

Academic Vocabulary

# Story Words

COPY READY

## 20,000 Leagues Under the Sea PART 2

**battle** (ba-tul) *noun*

A **battle** is a fight between enemies in a war. *Long ago, Spain and England fought a great battle at sea.*

**daring** (dair-ing) *adjective*

If you are **daring**, you take risks or chances. *The daring acrobat performed amazing tricks on a tightrope.*

**fear** (fēr) *noun*

**Fear** is the emotion you feel when you are afraid. *I do not like getting shots because I have a fear of needles.*

**position** (pō-zi-shun) *noun*

Somebody's or something's **position** is the place where it is. *The position of the sun moves throughout the day.*

**terrifying** (tair-u-fī-ing) *adjective*

Something that is **terrifying** is very scary. *Falling out of the tree house was a terrifying experience.*

## Searching for Sunken Treasure

**assignment** (u-sīn-munt) *noun*

An **assignment** is a task you are given to do. *Our homework assignment for English class is to write an essay.*

**claim** (klām) *verb*

When you **claim** something, you say that it is yours and take it. *Treasure hunters claim the treasure they find.*

**document** (dahk-yü-ment) *verb*

If you **document** something, you write it down or record it. *The teacher has to document our test scores to figure out our final grades.*

**recover** (rē-kuv-ur) *verb*

You **recover** something that is lost when you get it back. *It is hard to recover files when your computer crashes.*

**research** (rē-surch) *verb*

When you **research** something, you look for facts and information about it. *You can research information in the library or on the Internet.*

## The Stowaway PART 2

**careless** (kair-lis) *adjective*

If you are **careless**, you are not thinking about what you are doing. *The careless children knocked over the vase while playing.*

**fate** (fāt) *noun*

**Fate** is believed to control what happens in life. *People in love may believe that fate brought them together.*

**regret** (rē-gret) *noun*

**Regret** is what you feel when you are sorry or disappointed. *I feel regret for having missed my best friend's party.*

**satisfaction** (sat-is-fak-shun) *noun*

**Satisfaction** is what you feel when you are happy about an outcome. *Getting good grades gives me a lot of satisfaction.*

**witness** (wit-nus) *verb*

When you **witness** something, you see it happen. *If you witness a crime, you should tell the police.*

## The Black Pearl PART 2

**coward** (kow-urd) *noun*

A **coward** is someone who is afraid of doing what is right. *I was a coward for not defending my friend to the bully.*

**generous** (jen-ur-us) *adjective*

If you are **generous**, you like to give or share. *The generous stranger donated a lot of money to the children's hospital.*

**hesitate** (hez-u-tāt) *verb*

If you **hesitate**, you take extra time because you are unsure what to do. *I sometimes hesitate before speaking in class.*

**ignorant** (ig-nur-ent) *adjective*

A person who is **ignorant** about something doesn't know anything about it. *The new player was ignorant about the rules of the sport.*

**value** (val-yu) *noun*

**Value** is how much something is worth. *A working television has more value than a broken one.*



Theme Chart

# Story Theme

Use the theme chart to take notes about the theme in your book.

<b>Title</b>	<b>Characters</b>
<b>Theme</b>	
<b>Setting</b>	<b>Plot</b>

COPY READY

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

## Discussion Guide

**20,000 Leagues Under  
the Sea PART 2**

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words

battle

daring

fear

position

terrifying

COPY READY

1. **Describe How Character Changes** How does Aronnax change in Part 2 of the story?
2. **Analyze Theme** Use these questions and your chart to help you tell about the book's theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
3. **Summarize** Describe the battle between the *Abraham Lincoln* and the *Nautilus*. Give only the most important details.
4. **Big Question** **Generalize** Why do you think treasure seekers are willing to face great challenges?

## Discussion Guide

# Searching for Sunken Treasure

## Story Words

assignment

claim

document

recover

research


Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

**1. Describe How Character Changes** What does Cody learn that he doesn't know at the beginning of the story?

**2. Analyze Theme** Use these questions and your chart as you tell about the book's theme.

- **Title and Characters** What is the title of this story? Who are the main characters?
- **Setting** Where does this story take place?
- **Plot** What are the most important events from beginning to the end of the story?
- **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?

**3. Summarize** How do divers document the location of a sunken ship and its treasures? Give only the most important details.

**4.  BIG Question Generalize** Why is it sometimes important to seek treasure?

## Discussion Guide

# The Stowaway PART 2

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words

careless


fate

regret

satisfaction

witness

COPY READY

- 1. Describe How Character Changes** How do Carlito's feelings about Billy and Montague change in Part 2?
- 2. Analyze Theme** Use these questions and your chart as you tell about the book's theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
- 3. Summarize** How does Carlito rescue his friends? Give only the most important details.
- 4.  BIG Question Generalize** What is lost or gained when people seek treasure?

## Discussion Guide

# The Black Pearl PART 2

Review the story words with your group. Then discuss these questions together. Use as many story words as possible in your responses.

## Story Words


coward

generous

hesitate

ignorant

value

- 1. Describe How Character Changes** How does Ramón change in Part 2?
- 2. Analyze Theme** Use these questions and your chart as you tell about the story's theme.
  - **Title and Characters** What is the title of this story? Who are the main characters?
  - **Setting** Where does this story take place?
  - **Plot** What are the most important events of Part 2?
  - **Theme** Think about the characters, setting, and plot. What do they tell you about the theme, or message, of this story?
- 3. Summarize** How does Ramón return the pearl? Give only the most important details.
- 4.  BIG Question Generalize** What else might people find when they seek treasure?

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

20,000 Leagues Under the Sea, Part 2
Searching for Sunken Treasure
The Stowaway, Part 2
The Black Pearl, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What is similar about the treasure hunters in these books?  
How are they different?
2. What are the important messages of these stories?
3. **Big Question** What is important to remember when people seek treasure?

COPY READY

Academic Vocabulary

# Story Words

## Treasure Hunting: Looking for Lost Riches

**costly** (kawst-lê) *adjective*  
 Something **costly** has a high price. *Paying for college tuition can be costly.*

**equipment** (uh-kwip-ment) *noun*  
**Equipment** is the set of tools needed to perform a task. *The team got new equipment, such as balls.*

**expert** (ek-spurt) *noun*  
 An **expert** is somebody who knows a lot about something. *A mechanic is an expert on fixing cars.*

**invent** (in-vent) *verb*  
 When you **invent** something, you create something that did not previously exist. *I wish somebody would invent a pen that never runs out of ink.*

**reward** (ri-word) *noun*  
 A **reward** is something, such as money, given for finding and returning something that is lost or stolen. *My neighbor is offering a reward of \$50 for the return of his missing cat.*

## Pirates! Raiders of the High Seas

**discipline** (dis-u-plin) *noun*  
**Discipline** is punishment or training to correct a behavior. *Detention is a form of discipline.*

**penalty** (pen-ul-tê) *noun*  
 A **penalty** is the punishment for breaking a rule in a game or sport. *We lost two points as a penalty for crossing the line.*

**persuade** (pur-swād) *verb*  
 If you **persuade** somebody, you change that person's opinion. *Ming couldn't persuade her parents to buy a dog.*

**reputation** (rep-yu-tā-shun) *noun*  
 Your **reputation** is what people think and say about you. *Janelle has a poor reputation for being late to class.*

**thrive** (thriv) *verb*  
 When you **thrive**, you are happy and doing well. *We will miss you, but we hope you thrive at your new school.*

## Pirates

**code** (kōd) *noun*  
 A **code** is a set of rules for the way you act. *The code of conduct in class is to raise your hand to speak.*

**elected** (i-lekt-ed) *adjective*  
 Someone who is **elected** is chosen by vote. *The mayor is an elected official.*

**panic** (pan-ik) *verb*  
 When you **panic**, you react suddenly and fearfully. *A crowd's reaction to a fire alarm may be to panic and push one another.*

**signal** (sig-nul) *noun*  
 A **signal** is a sign or gesture that means something specific. *A red light is a signal to stop.*

**valuable** (val-yu-bul) *adjective*  
 Something **valuable** is important or worth a lot of money. *Gold is very valuable.*

## Sir Francis Drake PART 1

**abandon** (u-ban-dun) *verb*  
 When you **abandon** someone or something, you leave it with no intention of returning. *The baby birds will abandon the nest when they learn to fly.*

**ambitious** (am-bi-shus) *adjective*  
 Something **ambitious** cannot be done easily. *I have an ambitious plan to get all As this year.*

**authority** (u-thor-i-tê) *noun*  
**Authority** is the power to make important decisions. *Parents have the authority to tell their children what to do.*

**reputation** (rep-yu-tā-shun) *noun*  
 Your **reputation** is what people think and say about you. *Good leaders have a reputation for being fair and honest.*

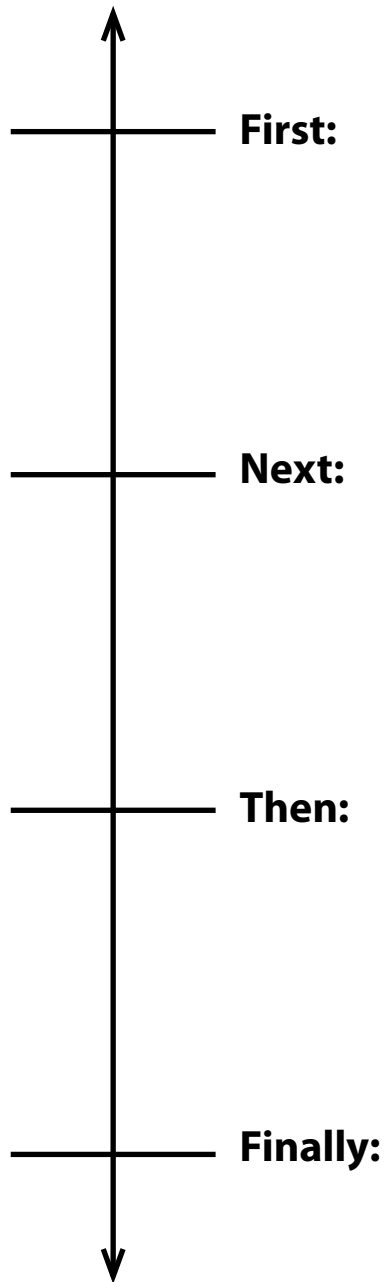
**seize** (sēz) *verb*  
 When you **seize** something, you grab it suddenly or with force. *The quarterback will seize the football and run.*

COPY READY

Time Line

# Sequence

Use the time line to take notes about the sequence of events in your book.



COPY READY

 Use your time line to tell a partner about the book.



## Discussion Guide

# Treasure Hunting: Looking for Lost Riches

Review the story words with your group.  
Then discuss these questions together.

## Story Words


costly

equipment

expert

invent

reward

- 1. Analyze Text Features** Look at the map on page 40 and the chart on page 41. How do these two features go together?
- 2. Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of Mel Fisher's story.
  - **First** How did Mel Fisher figure out that the *Atocha* was in the Marquesas?
  - **Next** What happened in 1980?
  - **Then** What did the state of Florida do? How did Fisher react?
  - **Finally** How did Fisher finally find what he was looking for?
- 3. Determine Importance** Summarize Peter Whatling's story. Give only the most important details.
- 4.  BIG Question Generalize** How do treasure hunters deal with unexpected events?

## Discussion Guide

# Pirates

Review the story words with your group.  
Then discuss these questions together.

## Story Words

code


elected

panic

signal

valuable

COPY READY

- 1. Analyze Text Features** Look at the flags on page 9. What do you think the signals mean?
- 2. Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of a pirate attack.
  - **First** How does a pirate ship get close to the ship it wants to attack?
  - **Next** How do the pirates get on the ship ?
  - **Then** What happens once they are on the ship?
  - **Finally** Where do the pirates go when they are finished with their attack?
- 3. Determine Importance** Tell about Blackbeard's hidden treasure. Give only the most important details.
- 4.  BIG Question Generalize** What do you think pirates of long ago considered the greatest treasures of all?

## Discussion Guide

# Pirates! Raiders of the High Seas

Review the story words with your group. Then discuss these questions together.

## Story Words

discipline

penalty

persuade

reputation

thrive

- Analyze Text Features** Look at the text going down the side of each page. What kind of information does it give?
- Identify Sequence of Events** Use these questions and the notes on your chart to help you tell about the sequence of the first story.
  - **First** What was the first sign that Julius Cesar was in trouble?
  - **Next** Where did the pirates take him? What happened there?
  - **Then** How did Cesar and his slave get away from the pirates?
  - **Finally** What was the pirates' penalty for kidnapping Cesar?
- Determine Importance** Summarize another story from the book. Give only the most important details.
- Big Question** **Generalize** How can the search for treasure affect what people are willing to do?

## Discussion Guide

**Sir Francis Drake PART 1**

Review the story words with your group.  
Then discuss these questions together.

## Story Words

abandon


ambitious

authority

reputation

seize

COPY READY

- 1. Analyze Text Features** Look at the web on pages 8–9. Which of these characters were introduced in Part 1? What does this tell you about Part 2?
- 2. Identify Sequence of Events** Use these questions and your chart to help you tell the biography's sequence of events.
  - **First** Where did Drake move as a teenager? Why is this important?
  - **Next** When did he first sail? What happened during that voyage?
  - **Then** What two important events took place in Drake's life in this period?
  - **Finally** What were Drake's plans after he raided Panama?
- 3. Determine Importance** Why were relations between England and Spain so bad at this time? Give only the most important details.
- 4.  BIG Question Generalize** Why do some treasure hunters keep searching long after they find riches?

**Discussion Guide**

# Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Treasure Hunting: Looking for Lost Riches
Pirates
Pirates! Raiders of the High Seas
Sir Francis Drake, Part 1

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. Compare the treasure hunters in these books. How are they similar? How are they different?
2. What is a common sequence of events in each of these different stories? Tell about the beginning, middle, and end of a typical treasure hunt.
3. **BIG Question** How can the search for treasure change people's lives?

## Academic Vocabulary

## Story Words

*Columbus and the Americas***dangerous** (dān-ju-rus) *adjective*Something that is **dangerous** could harm you. *Running with scissors is dangerous.***eager** (ē-gur) *adjective*If you are **eager**, you are excited to get started. *The class is eager to go outside.***force** (fors) *verb*When you **force** someone to do something, you make that person do it. *Don't force her to play if she doesn't want to.***supplies** (su-pliz) *noun***Supplies** are the items you need for a special activity. *We need supplies for art class, such as paint, brushes, and paper.***wealth** (welth) *noun***Wealth** is a great amount of money or things. *The library has a wealth of books.**When Cultures Meet***arrival** (u-rī-vul) *noun*The **arrival** of something is when it comes. *We prepared for our grandparent's arrival by putting fresh sheets on the bed.***choice** (chois) *noun*When you decide between two or more things, you make a **choice**. *The cafeteria offers a choice between hamburgers or lasagna for lunch.***contact** (kon-takt) *noun***Contact** is the meeting between people or things. *His foot made contact with the ball when he kicked it.***introduce** (in-tru-dūs) *verb*To **introduce** something is to bring it into practice, use, or knowledge. *The teacher will introduce a new way to solve division problems today.***tribe** (trib) *noun*A **tribe** is a group of people who share the same language and way of life. *The Plains Indians were a Native American tribe who lived in teepees.**Voyages to the Indies:**1400–1520***achieve** (u-chēv) *verb*When you **achieve** something, you have reached a goal. *The students want to achieve high scores on the test.***contact** (kon-takt) *noun***Contact** is the meeting between people or things. *I have more contact with my friends now that we are in the same class.***develop** (di-vel-up) *verb*To **develop** is to grow and get better. *Athletes develop their skills through practice.***greed** (grēd) *noun***Greed** is the desire to have more and more. *Their greed caused them to take more than they needed.***wealth** (welth) *noun***Wealth** is a great amount of money or things. *The rich man donated much of his wealth to people in need.**Sir Francis Drake PART 2***confess** (kun-fes) *verb*If you **confess** something, you admit to it. *If you confess to cheating, you will not be punished.***declare** (di-klair) *verb*To **declare** something is to say it very simply and clearly. *The judges declare you the winner of the contest!***greed** (grēd) *noun***Greed** is the desire to have more and more. *His greed prevents him from sharing with others.***insult** (in-sult) *noun*An **insult** is a very rude comment. *Calling someone stupid is a terrible insult.***repair** (ri-pair) *verb*If you **repair** something that is broken, you fix it. *Instead of buying a new car, we decided to repair the old one.*

**Details Chart**

# Important Details

Use the details chart to take notes about important details in your book.

Important Details	Why They Are Important

COPY READY

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

## Discussion Guide

# Columbus and the Americas

Review the story words with your group. Then discuss these questions together.

## Story Words

dangerous


eager

force

supplies

wealth

COPY READY

- 1. Analyze Text Features** Compare the map on page 7 with the map on page 14. How does comparing the maps help you understand the text?
- 2. Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** On page 13, the text says that the King and Queen were very pleased with Columbus. What details show that they were pleased?
  - **Why They Are Important** Why are these details important? What would have changed if the King and Queen hadn't been pleased?
- 3. Determine Importance** Summarize "New Ways of Life" on page 26. Give only the most important details.
- 4.  BIG Question Generalize** How did treasure, or riches, affect the explorations of Christopher Columbus?



## Discussion Guide

# When Cultures Meet

Review the story words with your group.  
Then discuss these questions together.

## Story Words


arrival

choice

contact

introduce

tribe

- 1. Analyze Text Features** Look at the glossary on pages 34–35. How can the glossary help you understand the text?
- 2. Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** The text on page 11 says that Native Americans showed Europeans how to do many things. What are some examples?
  - **Why They Are Important** Why are these details important? What if Native Americans hadn't taught Europeans how to do these things?
- 3. Determine Importance** Summarize the text on page 28. Give only the most important details.
- 4.  BIG Question Generalize** How were treasures both lost and gained when Europeans arrived in the Americas?

## Discussion Guide

# Voyages to the Indies: 1400–1520

Review the story words with your group.  
Then discuss these questions together.

## Story Words

achieve

contact

develop

greed

wealth

COPY READY

- 1. Analyze Text Features** Look at the time line at the bottom of page 5. How does the time line help you understand the text?
- 2. Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** The text on page 6 describes several different kinds of ships. What are they?
  - **Why They Are Important** Why is it important to know about these different kinds of ships?
- 3. Determine Importance** Summarize Chapter 1. Give only the most important details.
- 4. BIG Question Generalize** How can the search for treasures change history?

## Discussion Guide

# Sir Francis Drake PART 2

Review the story words with your group.  
Then discuss these questions together.

## Story Words


confess

declare

greed

insult

repair

- 1. Analyze Text Features** Look at the index on pages 126–127. How can the index help you get more from the text?
- 2. Refer to Details** Use these questions and the notes on your chart to help you tell about important details from your book.
  - **Important Details** Chapter 8 is about Drake’s journey through the Strait of Magellan. What details show how difficult the journey was?
  - **Why They Are Important** Why are these details important? What do they tell you about Drake?
- 3. Determine Importance** Summarize Chapter 16. Give only the most important details.
- 4.  BIG Question Generalize** How can the search for treasure change history?

**Discussion Guide****Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Columbus and the Americas

When Cultures Meet

Voyages to the Indies: 1400–1520

Sir Francis Drake, Part 2

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did the Age of Exploration mean for native peoples?  
What did it mean for Europeans?
2. What details helped you visualize what these early encounters were like?
3. **BIG Question** Why have people searched for treasure throughout history?

# Speaking and Listening Observation Log

Unit 6

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.

Student Name																													
<p><b>Speaking and Listening Standards</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1.</b> Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b>2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p>																													

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

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 6

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?*

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Reading Strategy Rubrics			
Plan and Monitor	Make Connections	Visualize	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> <li>• <i>What did you do before you started reading the book?</i></li> <li>• <i>When you were reading, did you go back and reread any part of the book for better understanding?</i></li> <li>• <i>When you didn't understand, what did you do?</i></li> <li>• <i>How did the meaning become clear to you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i></li> <li>• <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i></li> <li>• <i>How did this help you understand what you were reading?</i></li> <li>• <i>Are there particular words that helped you visualize?</i></li> </ul>	
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.

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

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 6

## 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
	<ul style="list-style-type: none"> <li>• What questions did you have when you were reading?</li> <li>• Did you find answers to the questions?</li> <li>• Can you tell me some examples of these kinds of questions and what you learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Did you infer, or figure out, something in the book that was not stated directly?</li> <li>• Were there details in the book that helped you figure this out?</li> <li>• What did you already know about those details that helped you make this inference?</li> </ul>	<ul style="list-style-type: none"> <li>• What is an important idea in the book you chose?</li> <li>• Why do you think that is important?</li> <li>• How would you summarize this book for someone who has not read it?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me about the book you read. What about the book can you generalize, or say is true most of the time?</li> <li>• What can you conclude from these parts?</li> <li>• Based on this book and what you know about (topic), what do you think is probably true about (topic)?</li> </ul>
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

# Reader Reflection

Date	Title of Book	Author

**Check all that apply.**

1. Before I read this book, I:

- read the title.
- looked at the pictures.
- predicted what I would read about.  
I predicted: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If I didn't understand what I was reading, I:

- stopped to think about what I had just read.
- read it again.
- other (describe): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. If I didn't understand a word while reading, I:

- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. This book reminded me of something I know or read already. It reminded me of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

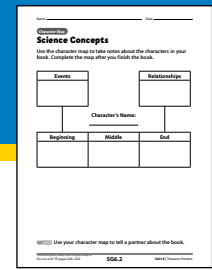
\_\_\_\_\_

This book was:  easy     about right     hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books:  about this topic     by this author





Practice Master SG6.2

## Character Map Practice Master SG6.2

**BL** 20,000 Leagues Under the Sea\*

<b>Events</b>		<b>Relationships</b>	
He is kidnapped and meets Captain Nemo.		Captain Nemo is holding Aronnax prisoner.	
Character's Name: <u>Professor Aronnax</u>			
<b>Beginning</b>	<b>Middle</b>	<b>End</b>	
Aronnax admires Nemo at first.	He is afraid of Nemo.	He plans to escape from the <i>Nautilus</i> .	

**BL** Encounter

<b>Events</b>		<b>Relationships</b>	
Three huge birds come into the bay. They have sharp white teeth.		The boy doesn't trust the strangers because of the dream he had about them.	
Character's Name: <u>Narrator</u>			
<b>Beginning</b>	<b>Middle</b>	<b>End</b>	
The boy tells the other villagers not to welcome the strangers.	He is even more afraid when he sees how greedy the strangers are.	He feels sad about how the people lost their land and wants to warn other people.	

**OL** The Stowaway\*

<b>Events</b>		<b>Relationships</b>	
Parvo kills his father, and the pirates burn Monterey.		Carlito climbs on board the <i>Argentina</i> and is captured by the pirates.	
Character's Name: <u>Carlito</u>			
<b>Beginning</b>	<b>Middle</b>	<b>End</b>	
Carlito and his friends were excited at first to see what real pirates look like.	In his grief, Carlito swears revenge against the pirates for what they have done.	Carlito hates Parvo and Bouchard even more when he sees how badly they treat Billy and Little Edward.	

**AL** The Black Pearl\*

<b>Events</b>		<b>Relationships</b>	
Ramón dives into the cave and finds a huge black pearl.		Luzon warns Ramón about the manta, and he refuses to have anything to do with the pearl.	
Character's Name: <u>Ramón</u>			
<b>Beginning</b>	<b>Middle</b>	<b>End</b>	
Ramón doesn't seem to believe all the stories about the manta.	He realizes that the manta is dangerous, but he still isn't afraid of it.	Even after the manta turns over his boat, he is too excited about the pearl to worry too much about it.	

\* Possible responses for Part 1 and Part 2 of the book are shown.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### **BL** 20,000 Leagues Under the Sea PART 1 Practice Master SG6.3

- Analyze Characters' Relationships** Aronnax, Conseil, and Ned Land are all prisoners on the *Nautilus*.
- Describe Characters and Events**
  - **Events** He is kidnapped and meets Nemo, the captain of the *Nautilus*.
  - **Relationships** Aronnax is Captain Nemo's prisoner.
  - **How the Character Changes** At first, Aronnax admires Nemo, but then he becomes afraid of him. Aronnax then plans his escape from the *Nautilus*.
- Summarize** Aronnax is taken prisoner by Captain Nemo. As they travel the world, there are many adventures, including a battle on board ship, a burial at sea, and the discovery that Nemo has a treasure chest of gold.
- Generalize** People explore the far corners of the world hoping to find treasure. Some people want to be famous for being the first person to see an unknown place.

### **OL** The Stowaway PART 1 Practice Master SG6.5

- Analyze Characters' Relationships** Aside from his mother, father, siblings, tío Roberto, and cousin, Carlito has two good friends, Ziba and Pedro.
- Describe Characters and Events**
  - **Events** Parvo kills his father, and the pirates burn Monterey.
  - **Relationships** Carlito and friends try to cut the anchor rope of the Argentina, but his friends are swept away. Carlito is captured by pirates.
  - **How the Character Changes** At first, Carlito and friends are excited to see real pirates, but Carlito soon swears revenge against them. He hates how Captain Bouchard and Parvo treat Billy Bumpus and Little Edward.
- Summarize** Carlito becomes a cabin boy. He makes friends with Billy and Billy's father, who is a prisoner on the ship. He meets a woman who tries to protect the boys.
- Generalize** Some people would do anything to get treasure, even if it leads to war.

### Connect Across Texts Practice Master SG6.7

- All the characters seek treasures. Some seek it in order to become rich. In some cases, they also want to become famous or powerful.
- An interest in finding treasure brings some characters together, but it also creates conflicts between characters.

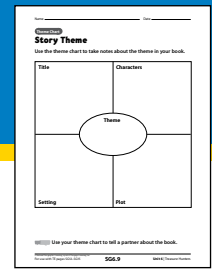
### **BL** Encounter Practice Master SG6.4

- Analyze Characters' Relationships** A boy tells the story. The other people in the village don't pay much attention to him because they are adults and he is a child.
- Describe Characters and Events**
  - **Events** Three great-winged birds sail into the bay. They have sharp white teeth.
  - **Relationships** The boy has a bad feeling about the strangers because of his dream, which he believes was sent to him by the *zemis*.
  - **How the Character Changes** The boy tells the villagers not to welcome the strangers, but they ignore him. The boy is more afraid when he sees how greedy the strangers are. In the end, he is sad about everything that has happened, and wants to warn others.
- Summarize** The strangers are only interested in the villagers' gold, and give them worthless items in exchange for their golden rings.
- Generalize** Sometimes, people become greedy when they are looking for treasure.

### **AL** The Black Pearl PART 1 Practice Master SG6.6

- Analyze Characters' Relationships** Ramón wants his father's respect. He thinks that Gaspar Ruiz brags too much and doesn't trust him. Soto Luzon is like a teacher to Ramón.
- Describe Characters and Events**
  - **Events** Ramón dives into the cave and finds a huge black pearl.
  - **Relationships** Luzon warns Ramón about the manta and refuses to have anything to do with the black pearl.
  - **How the Character Changes** After his encounter with the manta, Ramón realizes that it is dangerous, yet isn't afraid. Even after the manta turns over his boat, he is too excited about the pearl to worry.
- Summarize** People in town are excited about the pearl. Ramón and his father think the pearl may have a flaw, but later decide that it is perfect.
- Generalize** People sometimes get so excited about the possibility of finding treasure that they ignore any dangers.

- Many treasure seekers believe in good luck and think that they may "strike it rich."



Practice Master SG6.9

## Theme Chart Practice Master SG6.9

### BL 20,000 Leagues Under the Sea\*

<b>Title</b> <i>20,000 Leagues Under the Sea</i>	<b>Characters</b> Aronnax Nemo Conseil Ned Land
<b>Theme</b> Adventure can lead to both danger and discovery.	
islands and lost cities around the world	Nemo takes Aronnax on an adventure around the world. Aronnax decides to write a book about his adventures.
<b>Setting</b>	<b>Plot</b>

### BL Searching for Sunken Treasure

<b>Title</b> <i>Searching for Sunken Treasure</i>	<b>Characters</b> Frank and Cody Bo and Chico Lucille Cormac
<b>Theme</b> There are more important reasons to search for treasure than fame and riches.	
the Florida Keys	Frank goes on assignment in the Florida Keys. Lucille finds a shipwreck right before the <i>Golden Pelican</i> finds an even bigger one.
<b>Setting</b>	<b>Plot</b>

### OL The Stowaway\*

<b>Title</b> <i>The Stowaway</i>	<b>Characters</b> Carlito Billy Bumpus Montague Parvo Bouchard
<b>Theme</b> The search for treasure can change history.	
the coast of California in the early 1800s	Montague, Carlito, and Billy are left to die. Carlito saves them. Parvo is brought to justice, but Bouchard escapes.
<b>Setting</b>	<b>Plot</b>

### AL The Black Pearl\*

<b>Title</b> <i>The Black Pearl</i>	<b>Characters</b> Ramón Soto Luzon Gaspar Ruiz El Manta Diablo
<b>Theme</b> Bad luck may come to people who take what does not belong to them.	
the city of La Paz, in Baja California	Ramón tries to return the pearl, but Gaspar steals it from him, only to be dragged underwater by the manta.
<b>Setting</b>	<b>Plot</b>

\* Possible responses for Part 1 and Part 2 of the book are shown.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### **BL** 20,000 Leagues Under the Sea PART 2 Practice Master SG6.10

1. **Describe How Character Changes** Aronnax at first goes willingly with Nemo, but then becomes determined to escape.
2. **Analyze Theme**
  - **Title and Characters** The title is *20,000 Leagues Under the Sea*. Captain Nemo and Aronnax are the main characters. Conseil and Ned Land are also important characters.
  - **Setting** The story takes place in imaginary settings, such as Atlantis, and real places, such as the South Pole.
  - **Plot** Nemo takes Aronnax around the world. After many adventures, Aronnax escapes as Nemo is sucked into a whirlpool, never to be seen again.
  - **Theme** Adventure can lead to both great danger and amazing discoveries.
3. **Summarize** Nemo attacks Captain Farragut's warship, and it starts to sink. As the drowning crew tries to climb the masts, the ship blows up.
4. **Generalize** By facing great challenges, treasure seekers may also experience amazing adventures.

### **OL** The Stowaway PART 2 Practice Master SG6.12

1. **Describe How Character Changes** Carlito grows to care about his friends so much that he risks his life to save them.
2. **Analyze Theme**
  - **Title and Characters** The title is *The Stowaway*. Carlito is the main character. Billy, Montague, Parvo, and Bouchard are other characters.
  - **Setting** The story takes place off the coast of California in the 1800s.
  - **Plot** Carlito, Billy, Montague, two girls, and Parvo are left on an island to die. Carlito saves them by getting help. Parvo is brought to justice, but Bouchard escapes.
  - **Theme** The search for treasure can change history.
3. **Summarize** Carlito finds an Indian canoe in a cave and rows it to shore. He tells everybody there that Montague and the others are stranded.
4. **Generalize** Some people, like pirates, lose respect for human life, but others, like Carlito, gain wisdom and courage.

### Connect Across Texts Practice Master SG6.14

1. All the characters experience amazing adventures. Some characters, such as Aronnax, Carlito, and Ramón are endangered by treasure hunters' greed. Some characters, such as Ramón and Cody, discover what they value even more than treasure.

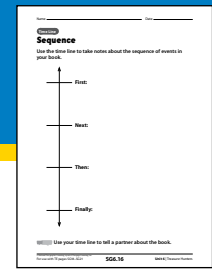
### **BL** Searching for Sunken Treasure Practice Master SG6.11

1. **Describe How Character Changes** Cody learns new things, like how to scuba dive and search for sunken treasure.
2. **Analyze Theme**
  - **Title and Characters** The title is *Searching for Sunken Treasure*. Bo and Chico Conway, Lucille Cormac, Frank and Cody Starr are main characters.
  - **Setting** The story takes place in the Florida Keys.
  - **Plot** Frank goes on assignment for *National Geographic* in the Florida Keys. Lucille Cormac follows in the *Golden Pelican* and finds a sunken treasure ship. Moments later, Frank and his crew find an even bigger treasure.
  - **Theme** There are more important reasons to search for treasure than fame and riches.
3. **Summarize** Divers document the location of a sunken ship and its treasures by making a grid. They write the information on underwater slates and in logbooks.
4. **Generalize** Recovering lost treasure tells us important things about people in the past.

### **AL** The Black Pearl PART 2 Practice Master SG6.13

1. **Describe How Character Changes** Ramón becomes more like an adult by taking on responsibility and proving that he is not a coward.
2. **Analyze Theme**
  - **Title and Characters** The title is *The Black Pearl*. Ramón is the main character. Soto Luzon and Gaspar Ruiz are also important characters.
  - **Setting** The story takes place in Baja California.
  - **Plot** Ramón tries to return the black pearl, but Gaspar steals it, only to be dragged underwater by the manta.
  - **Theme** Bad luck may come to those who try to take what doesn't belong to them.
3. **Summarize** Ramón gets the pearl from Gaspar, who is dragged underwater by the manta. Ramón then sneaks into the church and puts the pearl in the hands of the Madonna.
4. **Generalize** Treasure seekers may also find out what they value most in life.

2. (Student responses should indicate students have an appreciation for the various reasons people have for seeking treasure, as well as the effects or consequences.)
3. Never take what doesn't belong to you. Some things, such as human life and learning about the past, are worth more than treasure.



Practice Master SG6.16

## Theme Chart Practice Master SG6.16

### BL Treasure Hunting

<b>First</b>	He used old log books that mentioned the <i>Atocha</i> .
<b>Next</b>	In 1980, Fisher found the <i>Santa Margarita</i> .
<b>Then</b>	The state of Florida changed the laws so that things found in the ocean near its coast belonged to the state. Fisher took his case to court and won the right to keep treasures from the <i>Santa Margarita</i> and the <i>Atocha</i> .
<b>Finally</b>	Fisher found the wreck of the <i>Atocha</i> on July 20, 1985.

### BL Pirates

<b>First</b>	Pirates get close by "hiding" behind an island. They might also hoist a friendly flag.
<b>Next</b>	When they get right next to the ship, they hoist a Jolly Roger. Then, they throw ropes with hooks onto the ship's deck and climb on board.
<b>Then</b>	They go below deck and haul up all the treasures they can find.
<b>Finally</b>	They go back to their own ship and sail to a port.

### OL Pirates! Raiders of the Lost Sea

<b>First</b>	A rowing galley pulled up next to their ship and jumped on board.
<b>Next</b>	The pirates took Cesar and his slave to a tiny island and kept them hostage while they demanded ransom.
<b>Then</b>	A ship arrived with the ransom and rescued Cesar.
<b>Finally</b>	Cesar brought 500 soldiers to the pirates' hideout and executed the whole lot.

### AL Sir Francis Drake\*

<b>First</b>	Drake grew up in farming country and then moved to Plymouth, a busy port. Living in Plymouth gave him a taste of what it was like to be a sailor.
<b>Next</b>	In 1567, he was the captain of a slave ship. He deserted Hawkins and 100 other men during that trip.
<b>Then</b>	In 1569, he married Mary Newman. In 1572, Drake's brother John was killed in an attack.
<b>Finally</b>	Drake decided he would be the first Englishman to sail from the Atlantic to the Pacific.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### BL Treasure Hunting

#### Practice Master SG6.17

- Analyze Text Features** The chart shows ships that went missing in the Great Lakes and the value of their treasures. The map shows the location of the lakes. Looking at these features together, you see where treasures might be today.
- Identify Sequence of Events**
  - **First** He used old logbooks that mentioned the *Atocha*.
  - **Next** In 1980, Fisher found the *Santa Margarita*.
  - **Then** Florida changed the laws so that things found in the ocean near its coast belonged to the state. Fisher took his case to court and won the right to keep treasures from the *Santa Margarita* and the *Atocha*.
  - **Finally** Fisher found the wreck of the *Atocha* in 1985.
- Determine Importance** Peter Whatling lost his hammer while fixing his fence. He asked a neighbor for a metal detector and found silver coins. The British Museum told him the coins were 1,500 years old and paid him \$2.8 million.
- Generalize** (Student responses should reflect that most treasure hunters stay focused on their goal even when unexpected things happen.)

### OL Pirates! Raiders of the High Seas

#### Practice Master SG6.19

- Analyze Text Features** The text on the side gives facts and trivia about a variety of things—ancient money, tools, weapons, ships, food, clothing, and so on.
- Identify Sequence of Events**
  - **First** A rowing galley pulled up to Cesar’s ship and jumped on board.
  - **Next** The pirates took Cesar and his slave to a tiny island and kept them hostage while they demanded ransom.
  - **Then** A ship arrived with the ransom and rescued Cesar.
  - **Finally** Cesar brought soldiers to the hideout, and the soldiers executed the pirates.
- Determine Importance** Possible response: Captain Kidd’s crew demanded a share-out of treasure. Kidd left some of the crew behind, and then hid the remaining treasure on Hispaniola and Gardiner’s Island. He was arrested in Boston and hanged in England.
- Generalize** (Student responses should reflect that some treasure hunters are willing to take chances, risk danger, sail around the world, or cause harm to others.)

### Connect Across Texts Practice Master SG6.21

- All of them wanted to find riches. Some, like pirates, broke the law or made their own rules. Some, like Fisher in *Treasure Hunting* and Doughty in *Sir Francis Drake*, experienced tragedy by seeking treasure.
- First, treasure hunters figure out where treasure might be. Next, they make plans and face risks to find it. Finally, they work with or fight against others.

### BL Pirates

#### Practice Master SG6.18

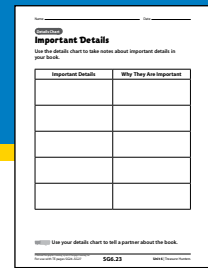
- Analyze Text Features** Most show a skull or skeleton, which means “death.” They suggest that anybody who disobeys the pirates will meet their death.
- Identify Sequence of Events**
  - **First** Pirates get close by “hiding” behind an island. They might also hoist a friendly flag.
  - **Next** When they get right next to the ship, they hoist a Jolly Roger. Then they throw ropes with hooks onto the ship’s deck and climb on board.
  - **Then** They go below deck and haul up any treasures.
  - **Finally** They return to their ship and sail to a port.
- Determine Importance** Blackbeard hid lots of treasure and was going to come back for it later, but he was captured. No one has ever found it.
- Generalize** (Student responses might reflect that while most pirates searched for gold and silver, they also wanted such treasure as adventure and freedom to do as they pleased.)

### AL Sir Francis Drake PART 1

#### Practice Master SG6.20

- Analyze Text Features** John and William Hawkins, Drake’s father and brothers, Mary Newman, Queen Elizabeth, and King Philip were introduced. There will be mutinies in Part 2; the mutineers are in Part 2.
- Identify Sequence of Events**
  - **First** Drake grew up in farming country He later moved to the busy port of Plymouth, which showed him what it was like to be a sailor.
  - **Next** In 1567, he was the captain of a slave ship. He deserted Hawkins and 100 other men during that trip.
  - **Then** In 1569, he married Mary Newman. In 1572, Drake’s brother John was killed in an attack.
  - **Finally** He decided he would be the first Englishman to sail from the Atlantic to the Pacific.
- Determine Importance** The English were Protestant, while Spain was a Catholic nation. Queen Elizabeth made it illegal to be Catholic in England, and King Philip punished Protestants in Spain.
- Generalize** (Student responses should reflect that for some people, the hunt is as important as the treasure.)

- The search for treasure can change people’s lives by leading to voyages, danger, loss, riches, legal battles, war, and many other major events.



Practice Master SG6.23

## Theme Chart Practice Master SG6.23

### BL Columbus and the Americas

Important Details	Why They Are Important
The King and Queen gave Columbus land and named him Admiral of the Ocean Sea.	These details show that the King and Queen were willing to pay for Columbus's other voyages. If they hadn't been pleased with Columbus, they wouldn't have helped him and he might not have made other voyages.

### BL When Cultures Meet

Important Details	Why They Are Important
Native Americans showed Europeans how to hunt, fish, and paddle a canoe.	These details show how Native Americans helped Europeans survive in their new home. If they hadn't shown them how to do these things, many Europeans would have died.

### OL Voyages to the Indies

Important Details	Why They Are Important
Lateens, caravels, and carracks are three different kinds of ships described on page 6.	Each ship was suited for a different kind of purpose. Later chapters in the book refer to them, so it's important to know the difference between them at the beginning.

### AL Sir Francis Drake PART 2

Important Details	Why They Are Important
The water was freezing, and the ship was blasted by cold winds, snow, and hail. Fierce storms separated the ships, but Drake continued.	The details show how determined Drake was to reach the Pacific. A lot of other sailors would have given up.

\* Possible responses for Part 1 and Part 2 of the book are shown.

# Discussion Guides

## Analyze Books

### BL Columbus and the Americas

#### Practice Master SG6.24

- Analyze Text Features** The text says that Columbus tried to sail to the Indies but landed in the Americas instead. If you look at the map on page 7, you can see why Columbus thought he would get to the Indies by sailing west.
- Refer to Details**
  - Important Details** The King and Queen gave Columbus land and named him Admiral of the Ocean Sea.
  - Why They Are Important** These details show that the King and Queen were willing to pay for Columbus's other voyages. If they hadn't been so pleased with Columbus, they wouldn't have helped him, and he probably wouldn't have made any more voyages.
- Determine Importance** Europeans and Native Americans traded things that they had never seen. Having these things changed their way of life.
- Generalize** Treasure, or riches, inspired and also paid for the explorations of Christopher Columbus.

### OL Voyages to the Indies: 1400–1520

#### Practice Master SG6.26

- Analyze Text Features** The time line at the bottom of page 5 shows some of the important events in the book. It can help you keep track of those events as you read.
- Refer to Details**
  - Important Details** Lateens, caravels, and carracks are three different kinds of ships described on page 6.
  - Why They Are Important** Each ship was suited to a particular purpose. Later chapters in the book refer to them, so it's important to know the difference between them at the beginning.
- Determine Importance** Prince Henry was a navigator. He wanted to find a way to the Indies. Although he himself didn't go on any major voyages, he started the world's first school of navigation, where many navigators learned important skills.
- Generalize** The search for treasures can change history by leading to progress in medicine and trade, but also by causing conflicts between cultures.

### Connect Across Texts Practice Master SG6.28

- For Native Americans and Africans, the Age of Exploration meant the end of their old way of life. For Europeans, it led to greater wealth and power.
- (Student responses should represent details that are helpful in visualizing early encounters between Europeans and native peoples.)

### BL When Cultures Meet

#### Practice Master SG6.25

- Analyze Text Features** The glossary explains the meaning of important words in the text.
- Refer to Details**
  - Important Details** Native Americans showed Europeans how to hunt, fish, and paddle a canoe.
  - Why They Are Important** These details show how Native Americans helped Europeans survive in their new home. If they hadn't shown them how to do these things, many Europeans would have died.
- Determine Importance** Many different tribes lived in North America. Each had its own religion, language, and way of life.
- Generalize** (Student responses should reflect the idea that the meeting of cultures led to both losses, such as a treasured way of life, and gains, such as a valuable new skill.)

### AL Sir Francis Drake PART 2

#### Practice Master SG6.27

- Analyze Text Features** The index lists all the different people, places, events, and topics in the book. It also gives the pages on which these topics appear.
- Refer to Details**
  - Important Details** The water was freezing, and the ship was blasted by cold winds, snow, and hail. Fierce storms separated the ships, but Drake continued.
  - Why They Are Important** The details show how determined Drake was to reach the Pacific. A lot of other sailors would have given up.
- Determine Importance** Drake joined forces with John Hawkins once again to attack Spaniards in the Caribbean. Hawkins died during the trip, and Drake gave up on the idea of raiding Puerto Rico. Instead, he sailed to Panama. Like Hawkins, he died during the trip and was buried at sea.
- Generalize** The search for treasure can change history by leading to conflicts between countries, between groups of people, and even between individuals.

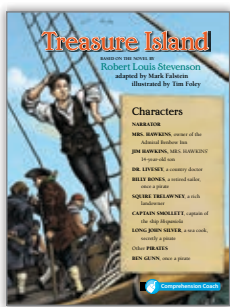
- People have searched for treasures to gain power, to find medicines, to improve trade, to learn more about the world, and to experience adventure.





## Recommended Books

	Fiction About Treasure Hunters	Nonfiction About Treasure Hunters
BL	<p>Avi. <b>Windcatcher</b>. 1991. Reprint: Avon Books, 1992.</p> <p>Dixon, Franklin. <b>Pirates, Ahoy!</b> Aladdin, 1999.</p> <p>James, Brian. <b>Pirate School: The Curse of Snake Island</b>. Grosset &amp; Dunlap, 2007.</p> <p>Owens, L. L. <b>A Pirate Tale</b>. Perfection Learning, 2000.</p>	<p>Bedoyere, Camilla de la. <b>Why Why Why Did Pirates Bury Their Treasure?</b> Mason Crest, 2009.</p> <p>Krensky, Stephen. <b>Christopher Columbus</b>. Random House, 1991.</p> <p>Rissman, Rebecca. <b>Pirates</b>. Heinemann Library, 2010.</p> <p>Roop, Connie. Roop, Peter. <b>Columbus and the Americas</b>. National Geographic School Publishing, 2006.</p>
BL	<p>Latham, Jean Lee. <b>Carry On, Mr. Bowditch</b>. 1955. Reprint: Houghton Mifflin, 2003. <b>NEWBERY MEDAL BOOK</b></p> <p>Marsh, Carole. <b>Dear Pirate: The Buried Treasure Mystery</b>. Gallopade International, 2007.</p> <p>Root, Phyllis. <b>Lilly and the Pirates</b>. Boyds Mills Press, 2010.</p> <p>Scieszka, Jon. <b>Not-So-Jolly Roger</b>. 1991. Reprint: Viking Penguin, 2004.</p>	<p>Gibbons, Gail. <b>Sunken Treasure</b>. HarperCollins, 1998.</p> <p>Havercroft, Elizabeth. <b>A Year on a Pirate Ship</b>. Milbrook Press, 2009.</p> <p>Osborne, Will. Pope, Mary. <b>Pirates</b>. Random House, 2001.</p> <p>Spilsbury, Louise. <b>Coastal Treasure Hunters</b>. Crabtree, 2011.</p>
OL	<p>Avi. <b>The True Confessions of Charlotte Doyle</b>. 1990. Reprint: HarperCollins, 2003. <b>NEWBERY HONOR BOOK</b></p> <p>Fleishman, Sid. <b>Giant Rat of Sumatra or Pirates Galore</b>. 2005. Reprint: HarperCollins, 2006.</p> <p>Fleischman, Sid. <b>The Ghost in the Noonday Sun</b>. Greenwillow Books, 2007.</p> <p>Gregory, Kristiana. <b>The Stowaway: A Tale of California Pirates</b>. Scholastic, 1997.</p>	<p>Jeffrey, Gary. <b>Spectacular Shipwrecks</b>. Rosen Publishing Group, 2008.</p> <p>Jordon, Shirley. <b>Pirates and Privateers in the New World</b>. Perfection Learning, 2002.</p> <p>Lassieur, Allison. <b>The History of Pirates: From Privateers to Outlaws</b>. Capstone, 2006.</p> <p>Malam, John. <b>How to Be a Pirate</b>. National Geographic, 2008.</p>
AL	<p>Avi. <b>Captain Grey</b>. HarperCollins, 1993.</p> <p>Conrad, Pam. <b>Pedro's Journal: A Voyage with Christopher Columbus</b>. 1991. Reprint: Scholastic, 1992.</p> <p>Fox, Paula. <b>Slave Dancer</b>. 1973. Reprint: Aladdin, 2008. <b>NEWBERY MEDAL BOOK</b></p> <p>Hesse, Karen. <b>Stowaway</b>. 2000. Reprint: Aladdin, 2002.</p>	<p>Dreher, Diane Sansevere. <b>Explorers Who Got Lost</b>. Tor Books, 2005.</p> <p>Lubber, William. <b>Pirateology: The Pirate Hunter's Companion</b>. Candlewick Press, 2008.</p> <p>O'Donnell, Liam. <b>Pirate Treasure: Stolen Riches</b>. Capstone, 2007.</p> <p>Schwartz, Alvin. <b>Gold and Silver, Silver and Gold: Tales of Hidden Treasure</b>. 1988. Reprint: Farrar, Straus, Giroux, 1995.</p>



### Author Study: Robert Louis Stevenson

**Child's Garden Of Verses**. 1885. Reprint: Viking Penguin, 1994.

**Dr. Jekyll and Mr. Hyde**. Simon & Schuster, Inc., 2006.

**Kidnapped**. Simon & Schuster, Inc., 2004.

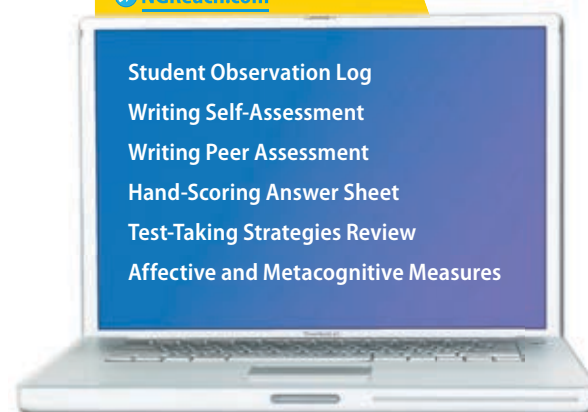
**The Moon**. Farrar, Straus, Giroux, 2006.

## Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
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Vocabulary Test .....	A6.6	Comprehension: Determine Importance .....	RT6.2
Writing, Revising, and Editing Test .....	A6.8	Writing Trait: Sentence Fluency .....	RT6.3
<b>Week 2</b>			
Reading Comprehension Test .....	A6.11	Comprehension: Reading for Details .....	RT6.4
Vocabulary Test .....	A6.14	Comprehension: Theme .....	RT6.5
Writing, Revising, and Editing Test .....	A6.15	Comprehension: Determine Importance .....	RT6.6
		Writing Trait: Ideas .....	RT6.7
<b>Week 3</b>			
Reading Comprehension Test .....	A6.17	Comprehension: Sequence .....	RT6.8
Vocabulary Test .....	A6.19	Comprehension: Determine Importance .....	RT6.9
Writing, Revising, and Editing Test .....	A6.21		
<b>Week 4</b>			
Reading Comprehension Unit Test .....	A6.24	Comprehension: Explain Information .....	RT6.10
Vocabulary Unit Test .....	A6.33	Comprehension: Determine Importance .....	RT6.11
Writing, Revising, and Editing Unit Test .....	A6.36	Writing Trait: Voice .....	RT6.12
		(Also see prior weeks.)	
<b>Oral Reading Assessment</b> .....	A6.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
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Class Profile: Weekly and Unit Assessments .....	A6.43		
Student Profile: Strengths and Needs Summary .....	A6.44		
<b>Writing Rubric</b> .....	A6.45		
<b>Research Project Rubric</b> .....	A6.46		
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<b>Small Group Reading Assessments</b>			
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Reading Strategy Assessment .....	SG6.30		
Reader Reflection .....	SG6.32		

### Online Assessment Resources

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

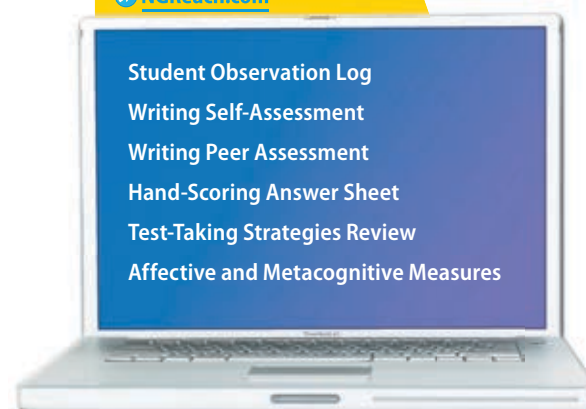


## Contents at a Glance

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Vocabulary Test .....	A6.6	Comprehension: Determine Importance .....	RT6.2
Writing, Revising, and Editing Test .....	A6.8	Writing Trait: Sentence Fluency .....	RT6.3
<b>Week 2</b>			
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Vocabulary Test .....	A6.14	Comprehension: Theme .....	RT6.5
Writing, Revising, and Editing Test .....	A6.15	Comprehension: Determine Importance .....	RT6.6
		Writing Trait: Ideas .....	RT6.7
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Vocabulary Test .....	A6.19	Comprehension: Determine Importance .....	RT6.9
Writing, Revising, and Editing Test .....	A6.21		
<b>Week 4</b>			
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Vocabulary Unit Test .....	A6.33	Comprehension: Determine Importance .....	RT6.11
Writing, Revising, and Editing Unit Test .....	A6.36	Writing Trait: Voice .....	RT6.12
		(Also see prior weeks.)	
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### Online Assessment Resources

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



# Oral Reading Assessment

**Unit 6**

In 1848, a man in California was working near a lumber mill. He discovered several nuggets of gold. As the news spread of this great discovery, people traveled from all over the world. They came to seek their fortune. The Gold Rush had begun.

The journey for people coming to California was long and hard, whether by ship or across the country. Towns sprang up near places that had promise of gold. People lived in tents, wooden shacks, and camps. Life was difficult—and wild.

At the beginning, gold was plentiful. The first people to arrive could find nuggets of gold in streams and rivers. If the gold seekers were lucky, they could make more money in a short time as miners than they could working back at home as laborers. Of course, not everyone was lucky.

Today, people are still looking for gold. Some experts say that only 20% of the gold in the world has been found. The possibility of getting rich quickly is always in people’s minds.

Modern gold hunters use both old and new technologies. For example, they use devices that beep when gold might be nearby. Some people become scuba divers and swim deep in the rivers to look for hidden gold. However, many use the old-fashioned way of gold panning. Gold panning starts with putting sand and small pebbles from a river bed into a flat pan and slowly swirling water over the mix to wash away the lighter material. Gold is heavy, so it will remain in the pan.

For most gold hunters, the dream of getting rich quickly does not come true. But if someone is lucky enough to find even just one ounce of gold in a day, he or she can sell it for a very large amount of money. That is not a bad day’s work!

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308

**COPY READY**

# Oral Reading Assessment

**Accuracy and Rate**

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

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
<b>Circle Score</b>	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
<b>4</b>	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
<b>3</b>	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
<b>2</b>	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
<b>1</b>	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

# Oral Reading Assessment

Unit 6

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.

# Reading Comprehension Test

Unit 6, Week 1

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

## Finding Lost Treasure

Maya hurried past the scary old house and heard a loud meowing. She looked up into a tree and saw a frightened cat. Maya climbed up, gently pulled the cat close, and climbed back down.

Maya sat on the ground, petting the cat and wondering who its owner might be. Just then the door of the house creaked open, and Mrs. Jackson stepped onto the porch. Maya was afraid of Mrs. Jackson even though they had never met. Maya held the cat tightly and ran all the way home.

Maya told her mother what happened. Her mother wondered whether the cat had a home. "It can stay with us tonight," she said.

The next day, Maya was walking home from school when she saw a sign posted in front of the old house. "Lost cat named Treasure," the sign read. "Reward offered." The cat from the tree must belong to Mrs. Jackson!

When Maya reached her house, she gathered the cat in her arms and left. Nervously standing at Mrs. Jackson's front door, Maya took a deep breath as she rang the doorbell. "Treasure!" Mrs. Jackson cried joyfully after she opened the door.

Treasure purred, and Mrs. Jackson smiled. Maya spent the rest of the day with them. Mrs. Jackson offered a reward, but Maya wanted only to come back and visit again. Mrs. Jackson said that was fine, and she thanked Maya for finding her lost Treasure.



# Reading Comprehension Test

Unit 6, Week 1

1 Which detail belongs in a summary?

- (A) A girl walks home from school.
- (B) A girl returns a lost cat to its owner.
- (C) A cat spends the night away from home.
- (D) A woman lives with a cat in an old house.

2 What causes Maya to be less afraid?

- (A) Mrs. Jackson smiles at her.
- (B) She helps a frightened cat.
- (C) She reads a sign about a lost cat.
- (D) Her mother says Treasure can stay.

3 At the beginning, Mrs. Jackson seems scary, but at the end, she seems —

- (A) rich.
- (B) clever.
- (C) proud.
- (D) friendly.

4 You can tell that Maya has changed her mind about Mrs. Jackson when she —

- (A) rescues Mrs. Jackson's cat.
- (B) rings Mrs. Jackson's doorbell.
- (C) returns the cat to Mrs. Jackson.
- (D) wants to visit Mrs. Jackson again.

COPY READY

Score
_____/4

DONE!



# Vocabulary Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

1 This is a \_\_\_\_\_.

- (A) compass
- (B) predator
- (C) valley
- (D) contest



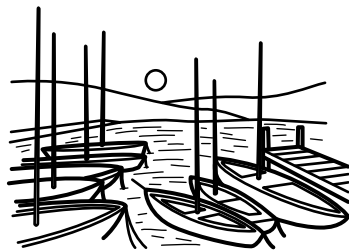
2 This is \_\_\_\_\_.

- (A) control
- (B) pottery
- (C) elevation
- (D) treasure



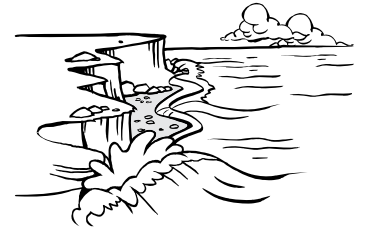
3 This is a \_\_\_\_\_.

- (A) canyon
- (B) belief
- (C) port
- (D) tool



4 This is a \_\_\_\_\_ area.

- (A) current
- (B) coastal
- (C) musical
- (D) survival



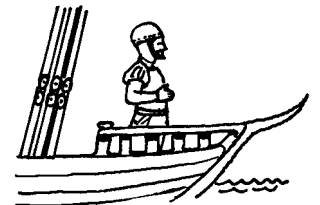
5 This explorer uses a map for \_\_\_\_\_.

- (A) balance
- (B) electricity
- (C) navigation
- (D) behavior



6 Early explorers had many \_\_\_\_\_.

- (A) inhabitants
- (B) adventures
- (C) species
- (D) spores



GO ON

# Vocabulary Test

Unit 6, Week 1

Directions: Choose the answer that completes the sentence correctly.

- 7 An \_\_\_\_\_ is a search.
- (A) exploration
  - (B) ancestor
  - (C) element
  - (D) ability
- 8 When you find things, you make a \_\_\_\_\_.
- (A) role
  - (B) pattern
  - (C) landform
  - (D) discovery
- 9 A \_\_\_\_\_ shows information with numbers, pictures, and symbols.
- (A) force
  - (B) chart
  - (C) response
  - (D) landscape
- 10 A \_\_\_\_\_ explains symbols on a map.
- (A) legend
  - (B) benefit
  - (C) migration
  - (D) command
- 11 To \_\_\_\_\_ something is to tell what you think it means.
- (A) create
  - (B) modify
  - (C) contain
  - (D) interpret

COPY READY

Score
_____/11

DONE!

# Writing, Revising, and Editing Test

Unit 6, Week 1

Directions: Read the paragraph. Then answer the questions.

One day Marco and his sister Susie went fishing. Instead of using fishing poles, 1 used fishing nets. The 2 times they had seen someone else use a net, it looked simple. Susie easily caught 3 fish. 4 caught nine tiny ones and one big one. Marco had no luck at first. Suddenly 5 spotted something. Marco swung his net under it 6 times. 7 kept slipping out of the net. Finally, Marco hauled it up. Inside the net was a huge glass jug with 8 scraps of paper. Each piece of paper had a note on it from a student at a school in Australia!

1 Choose the answer that goes in Blank 1.

- (A) I
- (B) you
- (C) they

2 Choose the answer that goes in Blank 2.

- (A) few
- (B) some
- (C) much

3 Choose the answer that goes in Blank 3.

- (A) some
- (B) much
- (C) few

4 Choose the answer that goes in Blank 4.

- (A) He
- (B) We
- (C) She

GO ON

## Writing, Revising, and Editing Test

Unit 6, Week 1

5 Choose the answer that goes in Blank 5.

- Ⓐ it
- Ⓑ he
- Ⓒ you

6 Choose the answer that goes in Blank 6.

- Ⓐ much
- Ⓑ some
- Ⓒ several

7 Choose the answer that goes in Blank 7.

- Ⓐ It
- Ⓑ He
- Ⓒ She

8 Choose the answer that goes in Blank 8.

- Ⓐ few
- Ⓑ many
- Ⓒ much

COPY READY



## Writing, Revising, and Editing Test

Unit 6, Week 1

COPY READY

- 9 Below is a paragraph a student wrote about spring vacation. Rewrite the paragraph by combining sentences to clarify ideas. Remember to use connecting words.

My vacation started off well. My parents bought me a colorful clay turtle. I have a turtle collection. Then came the next day. I reached for the turtle in my pocket. It wasn't there. The vacation got worse. I got sunburned. I could not play in the water anymore. Then it was the last day. We went to a seafood restaurant. I hate seafood. I couldn't imagine what I would eat. My parents ordered deep-fried sardines for me. They said I would like them. I was so hungry. I agreed to try one bite. I was surprised. They tasted like French fries!

Score
_____/8 multiple-choice
_____/4 writing

**DONE!**

# Reading Comprehension Test

Unit 6, Week 2

**Directions:** Read “How to Put on a Play” and “Buried Treasure.” Then answer the questions about them.

## How to Put on a Play

Here are some easy steps you can follow about how to put on a play.

1. First, choose a play to perform. You can find a script on the Internet or at the library. You can also write your own script. A person who writes a play is called a playwright.
2. Figure out how many actors you need. If there are more characters than actors, have some actors play more than one part.
3. Gather the necessary costumes and makeup. Also get your props. For example, if a scene needs a lamp, make sure to get one. You might find some good props in an attic or basement.
4. Get the word out! Invite everyone you know. Make tickets and posters.
5. Prepare the stage area for the performance. Hang a bed sheet or a large tablecloth for a curtain. It can be any color or pattern you want. Set out chairs for your audience. If the performance is in a backyard, some people might want to sit on the grass.
6. Practice, practice, practice! The more the actors rehearse, the better the play will be.

COPY READY

GO ON 

**Reading Comprehension Test****Unit 6, Week 2****Buried Treasure****CHARACTERS:**

LUKE, age 10

TONY, age 10

ELLA, age 8

**SETTING:**

[LUKE and ELLA's backyard, on a warm spring day. The three of them are digging out an area for a garden.]

**TONY:** Why am I helping you two dig a garden again? I can think of lots of things I'd rather be doing than —

**LUKE:** Hey, what's this? [LUKE is excited.] My shovel just hit something hard. [LUKE kneels down.]

**ELLA:** Maybe it's buried treasure! Oh, how exciting!

[LUKE starts digging around the edges of the hard object while TONY and ELLA look on.]

**TONY:** [Unable to keep himself from being excited.] Is it a box of some kind? I wonder what could be in it!

**LUKE:** I think it's a —

**TONY:** Aw. [Shakes his head.] It's just an old soda can full of dirt.

**ELLA:** [Pulls the can out of the hole and wipes its surface clean.] Wow! Can I have it?

**GO ON** 

# Reading Comprehension Test

Unit 6, Week 2

**TONY:** Oh, Ella! What do you want with a rusty piece of trash?

**ELLA:** It may not be gold or coins, or worth anything to you, but it's a treasure to me.

**LUKE:** [*Looks at the can again.*] You have to admit it's a pretty cool old can.

**TONY:** [*Rolls eyes.*] You two! Why am I helping you dig this garden again?

COPY READY

- 1** Which detail from step 1 of "How to Put on a Play" is the **least** important?
- (A) Pick a script, or write your own.
  - (B) Choose the play that you want to perform.
  - (C) A person who writes plays is called a playwright.
  - (D) You can find a script on the Internet or at the library.
- 2** Which of these details is the **most** important when putting on a play?
- (A) The curtain can be any color or pattern.
  - (B) Gather all the costumes and makeup.
  - (C) Some people might choose to sit on the grass.
  - (D) An attic or basement may have props for your play.

- 3** "How to Put on a Play" and "Buried Treasure" are alike because both —
- (A) are organized into steps.
  - (B) use characters to tell a story.
  - (C) give information about costumes.
  - (D) include directions about what to do.
- 4** "How to Put on a Play" and "Buried Treasure" are similar because both —
- (A) have a setting.
  - (B) feature dialogue.
  - (C) include a cast of characters.
  - (D) are for readers interested in plays.

Score
_____/6

DONE!



# Vocabulary Test

Unit 6, Week 2

Directions: Read the question. Choose the correct answer.

COPY READY

1 What does misspell mean?

Many people misspell my last name.

- (A) spell incorrectly
- (B) spell before
- (C) spell again
- (D) spell after

2 What does reappear mean?

We know the sun will reappear after the storm.

- (A) not appear
- (B) appear again
- (C) appear in a bad way
- (D) appear in a small way

3 What does interstate mean?

We took the interstate highway to visit my grandmother.

- (A) is in a small state
- (B) goes between states
- (C) travels in the wrong state
- (D) happens inside one state

Score  
\_\_\_\_\_/6

4 What does discontinue mean?

Barry will discontinue his search for the shipwreck.

- (A) not continue
- (B) continue after
- (C) continue incorrectly
- (D) continue by himself

5 What does preheat mean?

Preheat the oven while you mix the ingredients.

- (A) heat again
- (B) heat below
- (C) heat under
- (D) heat before

6 What does microclimate mean?

That type of moss grows here in our microclimate.

- (A) bad climate
- (B) false climate
- (C) climate of a small area
- (D) climate between oceans

**DONE!**

# Writing, Revising, and Editing Test

Unit 6, Week 2

Directions: Read the paragraph. Then answer the questions.

When my little cousins visit 1, I play with them while our mothers talk. We make a ship out of two couches that face each other. We usually put a big blanket over both of 2. The blanket is our sail and also helps 3 hide from intruders. My cousins and I dress 4 in funny old clothes from the attic. We can be anything we want. I dress 5 like an old sailor. Jasmine likes to dress up as a fancy lady, so once my mom let 6 borrow some shiny earrings. Todd usually wraps 7 in a sheet and pretends to be an ancient Roman soldier. Jasmine and Todd really enjoy 8.

1 Choose the answer that goes in Blank 1.

- (A) I
- (B) my
- (C) me

2 Choose the answer that goes in Blank 2.

- (A) them
- (B) him
- (C) her

3 Choose the answer that goes in Blank 3.

- (A) it
- (B) us
- (C) you

4 Choose the answer that goes in Blank 4.

- (A) myself
- (B) ourselves
- (C) themselves



## Writing, Revising, and Editing Test

Unit 6, Week 2

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) itself
- (B) myself
- (C) himself

6 Choose the answer that goes in Blank 6.

- (A) her
- (B) me
- (C) them

7 Choose the answer that goes in Blank 7.

- (A) himself
- (B) herself
- (C) yourself

8 Choose the answer that goes in Blank 8.

- (A) they
- (B) them
- (C) themselves

9

Imagine you are working with two classmates on a research report about a recent discovery of an ancient artifact. Write a paragraph explaining **how** you and your classmates will use technology to do your research report.

Score
_____/8 multiple-choice
_____/4 writing

**DONE!**

# Reading Comprehension Test

Unit 6, Week 3

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

## Digging for Diamonds

There is a place in the United States where anyone can dig for treasure. Pirates did not leave behind any treasure chests here. Instead, people can dig in the ground for diamonds! The place is the Crater of Diamonds State Park in Arkansas.

At the park, diamonds and other stones are easy to find. Some visitors just walk around and look for them lying on top of the ground! Other visitors use tools to dig for diamonds. They either bring their own tools or rent them at the park. Visitors can rent shovels, buckets, kneepads, and screens for looking through the dirt.



Visitors first dig a deep hole with a shovel. Next, they look for just the right type of dirt in the hole. Then they use a screen to separate the dirt from any stones. The screen has tiny holes that let loose dirt fall to the ground while catching the stones. Finally, they take any stones they find to people who work at the park. These workers look at the stones to determine if they are diamonds. Visitors may keep anything they discover!

Most of the diamonds at the park are not worth very much. However, a few are good enough to show at museums around the world. The Crater of Diamonds State Park is a special place. Anyone can find treasure there!

GO ON 

# Reading Comprehension Test

Unit 6, Week 3

COPY READY

- 1 The topic of the selection is Crater of Diamonds State Park. What is the main idea?
  - (A) Visitors find diamonds at the park.
  - (B) Treasure is being taken from the park.
  - (C) Pirates buried their treasure at the park.
  - (D) Park workers study diamonds at the park.
  
- 2 What is the **most** important idea in paragraph 2?
  - (A) There are tools to rent at the park.
  - (B) People can see diamonds on the ground.
  - (C) People use screens to look through the dirt.
  - (D) There are different ways to look for diamonds at the park.
  
- 3 Visitors looking for diamonds first dig a hole. What do they do next?
  - (A) pour the dirt through a screen
  - (B) look for a special type of dirt
  - (C) take the stones out of the dirt
  - (D) bring the stones to a park worker
  
- 4 What do visitors do **just before** they take the stones to a worker?
  - (A) They rent digging tools.
  - (B) They keep the diamonds.
  - (C) They find stones on the screen.
  - (D) They pour dirt through the screen.

Score
_____/4

DONE!

# Vocabulary Test

Unit 6, Week 3

Directions: Choose the answer that completes the sentence correctly.

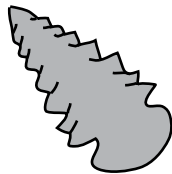
1 Money is \_\_\_\_\_.

- (A) behavior
- (B) memory
- (C) language
- (D) currency



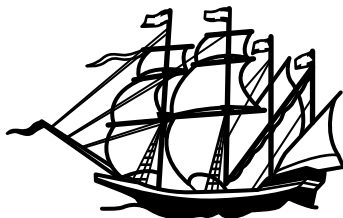
2 An arrowhead is an \_\_\_\_\_.

- (A) ocean
- (B) artifact
- (C) experiment
- (D) atmosphere



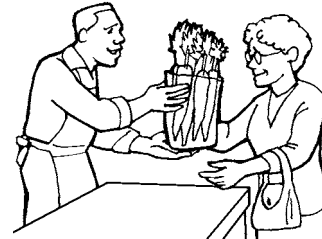
3 This is a \_\_\_\_\_.

- (A) galleon
- (B) plateau
- (C) habitat
- (D) strategy



4 A \_\_\_\_\_ is someone who buys or sells items.

- (A) mold
- (B) resource
- (C) merchant
- (D) competition



5 An \_\_\_\_\_ is someone who studies ancient cultures.

- (A) archaeologist
- (B) environment
- (C) adaptation
- (D) occasion



GO ON

COPY READY

**Vocabulary Test****Unit 6, Week 3****Directions:** Choose the answer that completes the sentence correctly.

- 6 A \_\_\_\_\_ is a region that another country controls.
- (A) belief
  - (B) colony
  - (C) feature
  - (D) material
- 7 To \_\_\_\_\_ something is to keep it safe from harm.
- (A) relate
  - (B) convert
  - (C) preserve
  - (D) investigate
- 8 To \_\_\_\_\_ is to exchange one thing for another.
- (A) flow
  - (B) trade
  - (C) spread
  - (D) command
- 9 A \_\_\_\_\_ is a path to go someplace.
- (A) route
  - (B) plain
  - (C) country
  - (D) population
- 10 To \_\_\_\_\_ something is to look at it closely.
- (A) invade
  - (B) control
  - (C) generate
  - (D) examine

**COPY READY****Score**

\_\_\_\_\_/10

**DONE!**

# Writing, Revising, and Editing Test

Unit 6, Week 3

Directions: Read the paragraphs. Then answer the questions.

There is a costume party at school   1   Friday. I'm going as a prospector, someone who digs for gold.   2   is because prospecting is my favorite hobby. I know there are other costumes, like a cowboy or a monster or an astronaut.   3   are also fun, but not as fun as a prospector.

I have some of the things I wear for my costume right here on my dresser. Check out   4   boots and the old hat here. And   5   is a gold nugget necklace passed down by my great-great-grandfather that I always wear!

Over there behind the door are my prospecting tools.   6   are the pan and shovel I use to look for gold flecks in the mud. And   7   cloth bags right here hold the gold nuggets I collect. I'm going to have fun at   8   party!

1 Choose the answer that goes in Blank 1.

- (A) this
- (B) that
- (C) these

2 Choose the answer that goes in Blank 2.

- (A) That
- (B) These
- (C) Those





## Writing, Revising, and Editing Test

Unit 6, Week 3

COPY READY

3 Choose the answer that goes in Blank 3.

- (A) This
- (B) That
- (C) Those

4 Choose the answer that goes in Blank 4.

- (A) that
- (B) these
- (C) those

5 Choose the answer that goes in Blank 5.

- (A) this
- (B) that
- (C) those

6 Choose the answer that goes in Blank 6.

- (A) This
- (B) Those
- (C) These

7 Choose the answer that goes in Blank 7.

- (A) that
- (B) those
- (C) these

8 Choose the answer that goes in Blank 8.

- (A) this
- (B) those
- (C) these

GO ON 

## Writing, Revising, and Editing Test

Unit 6, Week 3

- 9 You are preparing to write a research report about underwater archaeology. Read the following paragraph from an encyclopedia article. Underline the facts that you would use in your research report. Then paraphrase those facts, writing them in your own words.

An underwater site could be a sunken ship, of course. It could also be a city that used to be on land but is now underwater because of an earthquake. Archaeologists locate underwater sites using various methods. If the area is shallow, they may photograph it from the air. For deeper areas, they may use *sonar*, or sound scanning, and photographs taken by divers or by submarines. Metal detectors can help identify areas with artifacts. Once a site is located, the real work begins.

COPY READY

Score
_____/8 multiple-choice
_____/4 writing

DONE!

# Reading Comprehension Test

Unit Test

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

COPY READY

**Rainbow Legends**

AUSTRIA GERMANY IRELAND JAPAN NEW ZEALAND NORTH AMERICA POLYNESIA RUSSIA

## The Leprechaun's Pot of Gold

Irish legends often involve make-believe creatures, and one such creature is the leprechaun. Leprechauns are usually described as very short with long beards. The legends say that a leprechaun is a shy, tricky elf who loves money. He will tell you where his treasure is hidden, but only if you can catch him! One place that a leprechaun hides his treasure is at the end of a rainbow. There you will find his pot of gold. The trick is finding out where the rainbow ends and catching the little fellow.

Even if you do manage to catch one, the clever creature can still trick you. In one story, a man catches a leprechaun. Next, he ties a red ribbon around the bush where the leprechaun's gold is buried. Needing a shovel to dig up the gold, the man then leaves. When he comes back, every bush has a red ribbon! The leprechaun's gold is never found. The

◀ ▶

GO ON 

## Reading Comprehension Test

Unit Test

- 1 Look at the text features of the online article. They show you that this Web site is mostly about —
- (A) legends that tell of gold and treasure.
  - (B) rainbow legends from around the world.
  - (C) the science that explains different legends.
  - (D) make-believe creatures called leprechauns.
- 2 If you want to read the rest of the article, you should click on —
- (A) the first link in the text.
  - (B) a place on the top menu.
  - (C) the forward arrow at the bottom.
- 3 Why are leprechauns mentioned on this Web site?
- (A) They are elves with long beards.
  - (B) They are tricky, make-believe creatures.
  - (C) They appear in Irish legends about rainbows.
  - (D) They are in legends from around the world.
- 4 In the story on this Web page, what happens right after the man catches the leprechaun?
- (A) He goes to get a shovel.
  - (B) He tricks the leprechaun.
  - (C) He looks for a pot of gold.
  - (D) He ties a ribbon to a bush.
- 5 Which of these is an important detail about how to catch a leprechaun?
- (A) Tie a ribbon to a bush.
  - (B) Leprechauns love money.
  - (C) Find where a rainbow ends.
  - (D) Leprechauns have long beards.

GO ON 

## Reading Comprehension Test

Unit Test

**Directions:** Read the article. Then answer the questions about the article.

BLOG MUSEUMS HISTORY HOW TO PAN

### Panning For Gold

One popular way to look for gold is called “panning.” As you might guess, panning for gold involves using a pan. First, pick a spot near a river or stream that’s moving, but not rushing too fast. Next, put some dirt in the pan, picking out the bigger rocks. Then gently **dip the pan in the water**, which will make the mud break up and float away. The gold is heavier than the dirt, so if you **shake your pan back and forth**, the gold sinks to the bottom. Finally, pour out the contents of the pan very slowly, watching carefully for any shiny **flashes of gold in the bottom**.

Some are lucky enough to strike gold while panning. For others, it’s just a way to spend time outdoors.

COPY READY

GO ON 

## Reading Comprehension Test

Unit Test

- 6 You can learn more about how to dip your pan by using —
- (A) the top menu.
  - (B) a link in the text.
  - (C) the arrows at the bottom.
- 7 You can learn more about the history of panning for gold by using —
- (A) the top menu.
  - (B) a link in the text.
  - (C) the arrows at the bottom.
- 8 Which of these is an important detail about how to pan for gold?
- (A) Panning is a popular method.
  - (B) Some people are lucky and find gold.
  - (C) It can be a fun way to spend time outdoors.
  - (D) You should pick a spot near a river or stream.
- 9 When panning for gold, what do you do **right after** you dip your pan into the water?
- (A) shake it back and forth
  - (B) watch for flashes of gold
  - (C) pick out all the bigger rocks
  - (D) pour out the water very slowly
- 10 To understand why panning works, you need to know that —
- (A) gold is valuable.
  - (B) gold is heavier than dirt.
  - (C) it takes luck to find gold.
  - (D) gold is found in many locations.

GO ON 

**Reading Comprehension Test****Unit Test****Directions:** Read the play. Then answer the questions.

# The Yard Sale

**CHARACTERS:**

MELINDA, age 10

LEAH, age 10

MR. PAVEL, age 81

**SCENE ONE**

**SETTING:** MELINDA'S house, one summer afternoon. MELINDA is walking back and forth in front of a window. She is holding a telephone to her ear and talking with her friend LEAH.

[MELINDA listens to LEAH. MELINDA sighs and sits down on a chair.]

**MELINDA:** I don't know. What do you want to do? I thought summer vacation would be more fun, but we've already run out of things to do!

[Pause while MELINDA listens to LEAH.]

**MELINDA:** Sure, I guess we could walk over to Mr. Pavel's yard sale. It doesn't sound that fun, but at least it's something to do.

[Pause while MELINDA listens to LEAH.]

**MELINDA:** Okay, I'll meet you out front.

**SCENE TWO**

[The girls meet outside and walk to Mr. Pavel's house, where two long tables sit out front, piled high with pictures, clothes, and other items.]

**GO ON** 

**Reading Comprehension Test****Unit Test**

**LEAH:** Look, Melinda! I could put this old scarf on my head and be Captain Rogers, from that pirate book we read last week. Can I try this on, Mr. Pavel?

**MR. PAVEL:** Help yourselves, girls!

**MELINDA:** I could use this ironing board as a surfboard and I'll jump on it and sail away from you, mean old Captain Rogers!

**LEAH:** Not if I lasso your surfboard with this magical rope!

**MELINDA:** You were right, Leah, there *is* a bunch of great stuff here.

**LEAH:** All we needed was a little help from Mr. Pavel!

- 11** Mr. Pavel's response to the girls suggests that he is —
- (A) clever.
  - (B) private.
  - (C) friendly.
  - (D) strange.

- 12** What is most important about the yard sale?
- (A) It is just down the street.
  - (B) It is at Mr. Pavel's house.
  - (C) It has two long tables of stuff for sale.
  - (D) It has objects that the girls find interesting.

- 13** By the end of the story, Melinda changes from feeling bored to feeling —
- (A) cheerful.
  - (B) puzzled.
  - (C) proud.
  - (D) calm.

- 14** Which of these would most likely be included in a summary of this play?
- (A) The girls find a scarf.
  - (B) The girls go to a yard sale.
  - (C) The girls read a pirate book.
  - (D) The girls are on summer vacation.

**GO ON** 



**Reading Comprehension Test****Unit Test****Directions:** Read the passage. Then answer the questions about the passage.

# Rainy Day Treasure Hunt

**COPY READY**

"Rainy days are so dull," Jody complained.

"There is nothing to do inside," Ben said.

"How would you two like to have a treasure hunt?" Mom asked. "You go make some pirate costumes, and I will hide the treasure."

Jody and Ben were so excited they ran to get the art supplies. They made eyepatches out of cardboard and string. They turned cardboard wrapping-paper tubes into swords. Finally, they tied scarves around their heads. Looking at themselves in the mirror, they scowled like pirates.

"You look like real pirates!" Mom said as she returned. "Now you can use this map to find the treasure chest that I hid."

The map had a drawing of their apartment with a big X on it. The X showed the location of the treasure. Jody and Ben looked everywhere, but they could not solve the mystery. The treasure was not where the map showed it should be, so they asked Mom for help.

"Well, usually treasure chests are buried," Mom explained. "I could not bury the treasure chest, but here is a hint. It is below us."

Jody and Ben looked at each other and exclaimed, "Grandma's apartment!"

**GO ON** 

## Reading Comprehension Test

Unit Test

They raced downstairs and knocked on Grandma’s door. When Grandma opened the door, she was dressed like a pirate, too! Jody and Ben found the treasure chest under Grandma’s table. The chest was filled with treats and indoor games.

“Rainy days are so much fun!” Jody laughed.

- 15 “Rainy Day Treasure Hunt” and “The Yard Sale” are alike because both —
- (A) tell a story.
  - (B) compare something.
  - (C) describe a cause and effect.
  - (D) support an opinion with facts.
- 16 What is a common theme of “Rainy Day Treasure Hunt” and “The Yard Sale”?
- (A) Great minds think alike.
  - (B) With age comes wisdom.
  - (C) Help is often where you least expect it.
  - (D) Using your imagination can be rewarding.
- 17 Which passage uses stage directions?
- (A) “The Leprechaun’s Pot of Gold”
  - (B) “Panning for Gold”
  - (C) “The Yard Sale”
  - (D) “Rainy Day Treasure Hunt”

A green arrow pointing to the right with the text "GO ON" written inside it.

## Reading Comprehension Test

Unit Test

COPY READY

- 18 The lesson learned by the characters in both “Rainy Day Treasure Hunt” and “The Yard Sale” is that sometimes you have to —
- Ⓐ take a chance.
  - Ⓑ get a fresh start.
  - Ⓒ make your own fun.
  - Ⓓ wait for what you want.

- 19 Your teacher will perform part of “The Yard Sale.” Explain how the performance helps you understand the play.

Score
_____/21

DONE!

# Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

1 What does national mean?

The old ships are a national treasure.

- (A) state of being a nation
- (B) an act of a nation
- (C) belonging to a nation
- (D) a person who studies a nation

2 What does carefully mean?

Mary searches carefully for pretty shells.

- (A) able to care
- (B) in a careful way
- (C) the state of caring
- (D) a person who cares

3 What does bimonthly mean?

This magazine is published bimonthly.

- (A) in a short month
- (B) in under a month
- (C) every two months
- (D) at the end of the month

4 What does celebration mean?

The pirates had a celebration.

- (A) too much celebrating
- (B) the act of celebrating
- (C) a person who celebrates
- (D) a certain way to celebrate

GO ON 

**Vocabulary Test****Unit Test****5** What does purify mean?

Sand helps purify the water from a stream.

- (A) make pure
- (B) in a pure way
- (C) able to be pure
- (D) quality of being pure

**6** What does pianist mean?

The pianist sat down and began to perform.

- (A) a small piano
- (B) belonging to a piano
- (C) playing a piano badly
- (D) a person who studies the piano

**7** What does unprepared mean?

We were unprepared for ants at our picnic.

- (A) not prepared
- (B) too prepared
- (C) able to be prepared
- (D) the process of being prepared

**8** What does crystallize mean?

Heat and pressure make carbon crystallize into diamonds.

- (A) like a crystal
- (B) a small crystal
- (C) cause to be a crystal
- (D) the state of being a crystal

**GO ON** 

# Vocabulary Test

Unit Test

Directions: Choose the word that completes the sentence correctly.

9 What is the shortest \_\_\_\_\_ from school to the new park?

- (A) port
- (B) route
- (C) colony
- (D) legend

10 The scientist found an \_\_\_\_\_ from an ancient culture.

- (A) artifact
- (B) elevation
- (C) adventure
- (D) environment

11 Museums control air temperature to help \_\_\_\_\_ artwork.

- (A) influence
- (B) interpret
- (C) examine
- (D) preserve

12 Virginia was the first \_\_\_\_\_ in America.

- (A) colony
- (B) season
- (C) continent
- (D) navigation

13 Many countries in Europe use the same \_\_\_\_\_ to buy and sell goods.

- (A) legend
- (B) balance
- (C) compass
- (D) currency

14 Many \_\_\_\_\_ got rich during the Gold Rush selling goods to people digging for gold.

- (A) galleons
- (B) treasures
- (C) merchants
- (D) archaeologists

COPY READY

Score
_____/14

DONE!

# Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

My sister Isabella and I are on a treasure hunt. We came to the park by ourselves. We have Isabella's map of the park and a compass that is also   1  . We search carefully but can't find the treasure shown on the map. However,   2   is still a great adventure! Both of us   3   beautiful, shiny rocks, but Isabella likes the ones I found more. "I like   4   more because they have so many colors," Isabella says, so I give some of my "treasure" to her.

1 Choose the answer that goes in Blank 1.

- (A) her
- (B) hers
- (C) she's
- (D) her's

2 Choose the answer that goes in Blank 2.

- (A) those
- (B) these
- (C) that
- (D) this

3 Choose the answer that goes in Blank 3.

- (A) find
- (B) finds
- (C) is finding
- (D) has found

4 Choose the answer that goes in Blank 4.

- (A) you's
- (B) your
- (C) yours
- (D) your's

GO ON

**Writing, Revising, and Editing Test****Unit Test****Directions:** Read the paragraph. Then answer the questions.

(1) Everybody have a favorite pirate. (2) My is Jean Laffite. (3) Many pirates were just bad people who wanted to make theirselves rich. (4) However, several were brave men fighting for their country. (5) Laffite was a little bit of both. (6) He was born in France, but spent most of his life as a pirate around New Orleans. (7) The British tried to get himself to fight for them during the War of 1812. (8) Laffite fought for the Americans instead. (9) After the war, Laffite went back to being a pirate for much years.

**5** What is the correct way to write sentence 1?

- (A) Everybody has a favorite pirate.
- (B) Someone have a favorite pirate.
- (C) Everybody have a favorite Pirate.
- (D) Correct as is

**6** What is the correct way to write sentence 2?

- (A) My is, "Jean Laffite."
- (B) Mine is Jean Laffite.
- (C) My being Jean Laffite.
- (D) Correct as is

**7** What is the correct way to write sentence 3?

- (A) Much pirates were just bad people who wanted to make theirselves rich.
- (B) Many pirates were just bad people they wanted to make theirselves rich.
- (C) Many pirates were just bad people who wanted to make themselves rich.
- (D) Correct as is

**8** What is the correct way to write sentence 4?

- (A) However, several was brave men fighting for their country.
- (B) However, several were men brave fighting for their country.
- (C) However, several were brave men fighting for his country.
- (D) Correct as is

**GO ON** 



## Writing, Revising, and Editing Test

Unit Test

COPY READY






- 9 What is the correct way to write sentence 7?
- (A) The british tried to get himself to fight for them during the War of 1812.
  - (B) The British tried to get him to fight for them during the War of 1812.
  - (C) The British trying to get himself to fight for them during the War of 1812.
  - (D) Correct as is

- 10 What is the correct way to write sentence 9?
- (A) After the war, Laffite went back to being a pirate for many years.
  - (B) After the war, Laffite went back to being the pirate for much years.
  - (C) After the war when Laffite went back to being a pirate for much years.
  - (D) Correct as is

- 11 Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) When you start reading about pirates, something surprising jump out at you. (2) Many pirates were women! (3) The most famous woman pirate of all was Anne Bonny. (4) Her was born in Ireland and became a pirate in the Caribbean in the 1700s. (5) Those was a time when there were many pirates in that part of the world. (6) Anne and another woman named Mary Read joined up with a pirate known as "Calico Jack" Rackham. (7) With him, they captured many ships and stole many gold. (8) Anne was captured, and it's not clear what happened to herself in the end. (9) Anne's life was certainly more adventurous than my!

### Editing and Proofreading Marks

	Add.
	Take out.
	Move to here.
	Add comma.
	Add period.

GO ON 

## Writing, Revising, and Editing Test

Unit Test

- 12 You are going to write a short historical fiction story for an adventure magazine contest. Read the information about life on a ship at the time of English explorer Sir Francis Drake. Write a story about a boy that takes place in this setting. Your story should have at least three paragraphs.

### Life on a Ship in the 16<sup>th</sup> Century

There was a lot of work to do on a ship of the 1500s, so ships carried a lot of people, all men and boys, to do it. There were many different jobs. The *boatswain* was in charge of the sailors who handled the sails. The *gunner* was in charge of the sailors who fired the ship's cannons. A sailor who had been injured in battle was usually chosen to be the cook. There were also boys as young as eight years old who helped out with chores like cleaning the decks or carrying messages for the officers.

On long voyages, life was hard. There were no fresh fruits or vegetables. The men ate mostly salt beef and *ship's biscuit*, a type of not-very-tasty cracker. Often, rats and *weevils*, a kind of bug, got into the food. There was a lot of disease, especially a sickness called *scurvy*. The sailors slept on the hard wooden floor, in very crowded and damp spaces. If a man complained or misbehaved, he was often punished in front of the rest of the crew. If men refused to do what was asked, or *mutinied*, they would not be kept on the ship for long!

COPY READY

Score	
_____ /10	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

DONE!

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

# Weekly and Unit Assessments

Unit 6

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 A6.49.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.4.L.1.g, L.2, L.2.d	_____/19	_____/19	_____/19	_____/17
End-of-Week Test CC.4.L.1.g, L.2, L.2.d	_____/19 ____%	_____/19 ____%	_____/19 ____%	_____/17 ____%

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 A6.49.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Details in Literature CC.4.Rlit.1, Rlit.2	1 4			12 14	_____/4
Characters CC.4.Rlit.3	2 3			11 13	_____/4
Details in Informational Text CC.4.Rinf.1, Rinf.2		1 2	1 2	1 2 3 5 6 7 8 10	_____/12
Compare Text Structures CC.4.Rlit.5, Rinf.5		3 4		15 17	_____/4
Informational Text Structures CC.4.Rinf.5			3 4	4 9	_____/4
Compare Across Literature CC.4.Rlit.9				16 18	_____/2
Compare Text and Oral Presentation CC.4.Rlit.7, W.9.a				19 (____/3)	_____/3
<b>Total</b>	____/4 ____%	____/4 ____%	____/4 ____%	____/21 ____%	

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, Rlit.4, Rinf.4	1 2 3 4 5 6		1 2 3 4 5	10 13 14	_____/14
Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4	7 8 9 10 11		6 7 8 9 10	9 11 12	_____/13
Prefixes CC.4.L.4.b, Rfou.3, L.5		1 2 3 4 5 6		3 7	_____/8
Suffixes CC.4.L.4.b, Rfou.3, L.5				1 2 4 5 6 8	_____/6
<b>Total</b>	____/11 ____%	____/6 ____%	____/10 ____%	____/14 ____%	

COPY READY

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

# Weekly and Unit Assessments

Unit 6

Writing, Revising, and Editing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Revising and Editing	Pronouns CC.4.L.1, L.3, W.5	1 4 5 7	1 2 3 4 5 6 7 8	2 3 5 6	1 2 3 4 5 6 7 8 9 11a 11b 11c 11e 11f	_____/30
	Adjectives CC.4.L.1, L.3	2 3 6 8		1 4 7 8	10 11d	_____/10
<b>Subtotal</b>		_____/8	_____/8	_____/8	_____/16	
Weekly Writing Skills (Writing Prompts)	Combine Sentences CC.4.L.1.f	_____/4				_____/4
	Use Technology CC.4.W.8, W.9		_____/4			_____/4
	Plagiarism vs. Paraphrasing CC.4.W.8, W.9			_____/4		_____/4
	Use Your Own Words CC.4.W.9, L.3				_____/4	_____/4
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/4	
<b>Total</b>		____/12 ____%	____/12 ____%	____/12 ____%	____/20 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.4.W.9, L.3, W.10, W.5, L.1	_____/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

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# Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name											
Reading Comprehension	Details in Literature CC.4.Rlit.1, Rlit.2												
	Characters CC.4.Rlit.3												
	Details in Informational Text CC.4.Rinf.1, Rinf.2												
	Compare Text Structures CC.4.Rlit.5, Rinf.5												
	Informational Text Structures CC.4.Rinf.5												
	Compare Across Literature CC.4.Rlit.9												
	Compare Text and Oral Presentation CC.4.Rlit.7, W.9.a												
Writing, Revising, and Editing	Pronouns CC.4.L.1, L.3, W.5												
	Adjectives CC.4.L.1, L.3												
	Writing in Response to Prompt CC.4.W.5, W.8, W.9, W.10, L.1, L.1.f, L.3												
Vocabulary	Social Studies Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Academic Vocabulary CC.4.L.6, Rlit.4, Rinf.4												
	Prefixes CC.4.L.4.b, Rfou.3, L.5												
	Suffixes CC.4.L.4.b, Rfou.3, L.5												

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			

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# Writing Rubric

**COPY READY**

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

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Grade 4 Assessment

**A6.44**

Unit 6 | Treasure Hunters

# Research Rubric

Unit 6, Week 3

Scale	Content	Presentation
4	<ul style="list-style-type: none"><li>• Poster is organized well and based on ample research.</li><li>• Direct quotes are clearly indicated.</li></ul>	<ul style="list-style-type: none"><li>• Speaker explains his or her poster clearly while glancing at the audience at intervals.</li></ul>
3	<ul style="list-style-type: none"><li>• Poster is fairly well-organized and based on some research</li><li>• A direct quote is included but might not be properly indicated. .</li></ul>	<ul style="list-style-type: none"><li>• Speaker explains his or her poster clearly but does not remember to look at the audience.</li></ul>
2	<ul style="list-style-type: none"><li>• Poster lacks clear organization and reveals little research.</li><li>• Direct quotations are missing or not handled correctly.</li></ul>	<ul style="list-style-type: none"><li>• Speaker explains his or her poster too briefly or superficially.</li><li>• Additionally, speaker does not look at the audience.</li></ul>
1	<ul style="list-style-type: none"><li>• Poster is poorly organized and lack of research is apparent.</li><li>• No direct quotations are included.</li></ul>	<ul style="list-style-type: none"><li>• Speaker struggles to explain any of the content of his or her poster and does not engage with the audience.</li></ul>

COPY READY



# Unit Self-Assessment

COPY READY

**Directions:** Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
use prefixes and suffixes to understand new words.			
identify what is important when I read.			
tell about the characters in a story.			
compare how two texts are the same and different.			
identify the order of events when I read.			
compare the themes of two texts.			
use text features to help me understand what I'm reading.			
use subject and object pronouns.			
use words like <i>his, hers, theirs, himself, herself,</i> and <i>ourselves</i> correctly.			
use words like <i>this, that, these, those</i> correctly.			
use words like <i>much</i> and <i>many</i> correctly.			

Of all the texts you read for *Treasure Hunters*, which one was your favorite? \_\_\_\_\_

\_\_\_\_\_

What did you like about it? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Answer Keys and Rubrics

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Determine Importance	CC.4.Rlit.1, Rlit.2
2	A	Analyze Characters	CC.4.Rlit.3
3	D	Analyze Characters	CC.4.Rlit.3
4	D	Determine Importance	CC.4.Rlit.1, Rlit.2
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Explicit Details	CC.4.Rinf.1
2	B	Explicit Details	CC.4.Rinf.1
3	D	Compare Drama and Prose	CC.4.Rlit.5, Rinf.5
4	D	Compare Drama and Prose	CC.4.Rlit.5, Rinf.5
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	A	Determine Importance	CC.4.Rinf.1, Rinf.2
2	D	Determine Importance	CC.4.Rinf.1, Rinf.2
3	B	Chronology	CC.4.Rinf.5
4	C	Chronology	CC.4.Rinf.5
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Text Features	CC.4.Rinf.1
2	C	Text Features	CC.4.Rinf.1
3	C	Implied Details	CC.4.Rinf.1
4	D	Chronology	CC.4.Rinf.5
5	C	Explicit Details	CC.4.Rinf.1
6	B	Text Features	CC.4.Rinf.1
7	A	Text Features	CC.4.Rinf.1
8	D	Explicit Details	CC.4.Rinf.1
9	A	Chronology	CC.4.Rinf.5
10	B	Implied Details	CC.4.Rinf.1
11	C	Analyze Characters	CC.4.Rlit.3
12	D	Determine Importance	CC.4.Rlit.1
13	A	Analyze Characters	CC.4.Rlit.3
14	B	Determine Importance	CC.4.Rlit.1
15	A	Compare Drama and Prose	CC.4.Rlit.5, Rinf.5
16	D	Compare Themes	CC.4.Rlit.9
17	C	Compare Drama and Prose	CC.4.Rlit.5, Rinf.5
18	C	Compare Themes	CC.4.Rlit.9
19	Skill Rubric	Compare Text and Oral Presentation	CC.4.Rlit.7, 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	A	compass	1	D	currency
2	D	treasure	2	B	artifact
3	C	port	3	A	galleon
4	B	coastal	4	C	merchant
5	C	navigation	5	A	archaeologist
6	B	adventures	6	B	colony
7	A	exploration	7	C	preserve
8	D	discovery	8	B	trade
9	B	chart	9	A	route
10	A	legend	10	D	examine
11	D	interpret			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Prefixes	CC.4.L.4.b, Rfou.3, L.5
2	B	Prefixes	CC.4.L.4.b, Rfou.3, L.5
3	B	Prefixes	CC.4.L.4.b, Rfou.3, L.5
4	A	Prefixes	CC.4.L.4.b, Rfou.3, L.5
5	D	Prefixes	CC.4.L.4.b, Rfou.3, L.5
6	C	Prefixes	CC.4.L.4.b, Rfou.3, L.5
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Suffixes	CC.4.L.4.b, Rfou.3, L.5
2	B	Suffixes	CC.4.L.4.b, Rfou.3, L.5
3	C	Prefixes	CC.4.L.4.b, Rfou.3, L.5
4	B	Suffixes	CC.4.L.4.b, Rfou.3, L.5
5	A	Suffixes	CC.4.L.4.b, Rfou.3, L.5
6	D	Suffixes	CC.4.L.4.b, Rfou.3, L.5
7	A	Prefixes	CC.4.L.4.b, Rfou.3, L.5
8	C	Suffixes	CC.4.L.4.b, Rfou.3, L.5
9	B	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
10	A	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
11	D	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
12	A	Academic Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
13	D	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4
14	C	Social Studies Vocabulary	CC.4.L.6, Rlit.4, Rinf.4

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# Answer Keys and Rubrics

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	C	Subject Pronouns	CC.4.L.1, L.3	1	B	Possessive Pronouns	CC.4.L.1, L.3
2	A	Indefinite Adjectives	CC.4.L.1, L.3	2	D	Demonstrative Pronouns	CC.4.L.1, L.3
3	A	Indefinite Adjectives	CC.4.L.1, L.3	3	A	Indefinite Pronouns	CC.4.L.1, L.3
4	C	Subject Pronouns	CC.4.L.1, L.3	4	C	Possessive Pronouns	CC.4.L.1, L.3
5	B	Subject Pronouns	CC.4.L.1, L.3	5	A	Editing: Indefinite Pronouns	CC.4.L.1, L.3
6	C	Indefinite Adjectives	CC.4.L.1, L.3	6	B	Editing: Possessive Pronouns	CC.4.L.1, L.3
7	A	Subject Pronouns	CC.4.L.1, L.3	7	C	Editing: Reflexive Pronouns	CC.4.L.1, L.3
8	B	Indefinite Adjectives	CC.4.L.1, L.3	8	D	Editing: Indefinite Pronouns	CC.4.L.1, L.3
Prompt (9)	Skill Rubric	Combine Sentences	CC.4.L.1.f	9	B	Editing: Pronoun Agreement	CC.4.L.1, L.3
Week 2				10	A	Editing: Indefinite Adjectives	CC.4.L.1, L.3
Item	Key	Item Descriptor	CCSS Code	11a	Editing Rubric	Editing Task: Indefinite Pronouns	CC.4.L.1, L.3, W.5
1	C	Pronoun Agreement	CC.4.L.1, L.3	11b	Editing Rubric	Editing Task: Subject Pronouns	CC.4.L.1, L.3, W.5
2	A	Object Pronouns	CC.4.L.1, L.3	11c	Editing Rubric	Editing Task: Demonstrative Pronouns	CC.4.L.1, L.3, W.5
3	B	Object Pronouns	CC.4.L.1, L.3	11d	Editing Rubric	Editing Task: Indefinite Adjectives	CC.4.L.1, L.3, W.5
4	B	Reflexive Pronouns	CC.4.L.1, L.3	11e	Editing Rubric	Editing Task: Object Pronouns	CC.4.L.1, L.3, W.5
5	B	Reflexive Pronouns	CC.4.L.1, L.3	11f	Editing Rubric	Editing Task: Possessive Pronouns	CC.4.L.1, L.3, W.5
6	A	Object Pronouns	CC.4.L.1, L.3	Prompt (12)	Skill Rubric, Writing Rubric	Use Your Own Words	CC.4.W.9, L.3
7	A	Reflexive Pronouns	CC.4.L.1, L.3				
8	C	Pronoun Agreement	CC.4.L.1, L.3				
Prompt (9)	Skill Rubric	Use Technology	CC.4.W.8, W.9				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	A	Demonstrative Adjectives	CC.4.L.1, L.3				
2	A	Demonstrative Pronouns	CC.4.L.1, L.3				
3	C	Demonstrative Pronouns	CC.4.L.1, L.3				
4	B	Demonstrative Adjectives	CC.4.L.1, L.3				
5	A	Demonstrative Pronouns	CC.4.L.1, L.3				
6	B	Demonstrative Pronouns	CC.4.L.1, L.3				
7	C	Demonstrative Adjectives	CC.4.L.1, L.3				
8	A	Demonstrative Adjectives	CC.4.L.1, L.3				
Prompt (9)	Skill Rubric	Plagiarism vs. Paraphrasing	CC.4.W.8, W.9				

# Answer Keys and Rubrics

Writing, Revising, and Editing	
<b>Week 1 Skill Rubric</b> Item 9 (Prompt)   Combine Sentences	Student combines sentences using connecting words to create
4 points	smooth flow and clear relationship of ideas.
3 points	adequate flow and accurate relationship of most ideas.
2 points	stilted flow and vague relationship of ideas.
1 point	choppy flow and minimal relationship of ideas.
<b>Week 2 Skill Rubric</b> Item 9 (Prompt)   Use Technology	Student discusses the use of technology in writing with
4 points	a full explanation.
3 points	an adequate explanation.
2 points	a vague explanation.
1 point	a minimal explanation.
<b>Week 3 Skill Rubric</b> Item 9 (Prompt)   Plagiarism vs. Paraphrasing	Student makes use of an article for a research report by
4 points	selecting relevant facts and paraphrasing accurately in his or her own voice.
3 points	selecting major facts and paraphrasing adequately.
2 points	selecting a few facts and paraphrasing with some accuracy.
1 point	selecting random facts and paraphrasing inaccurately or copying text directly.

Writing, Revising, and Editing	
<b>Unit Test (including Week 4) Skill Rubric</b> Item 12 (Prompt)   Use Your Own Words	Student writes a historical fiction story
4 points	making effective use of background information and using his or her own words.
3 points	making adequate use of background information and using mostly his or her own words.
2 points	making limited use of background information or using some of his or her own words.
1 point	making minimal or no use of background information or copying text directly.
Use the Writing Rubric on page A6.44 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
<b>Unit Test (including Week 4) Editing Task</b> Item 9 Rubric   1 point per correct response	
11a	In sentence 1, change "jump" to "jumps"
11b	In sentence 4, change "Her" to "She"
11c	In sentence 5, change "Those" to "That"
11d	In sentence 7, change "many" to "much"
11e	In sentence 8, change "herself" to "her"
11f	In sentence 9, change "my" to "mine"
<b>Reading Comprehension</b>	
<b>Unit Test Rubric</b> Item 19   Compare Text and Oral Presentation	
3 points	Fully describes how the performance enhanced understanding of the play.
2 points	Provides a limited description of how the performance enhanced understanding.
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

**6 points**

Points	1	2	3	4	5	6
%	17	33	50	67	83	100

**10 points**

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

**11 points**

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

**12 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

**14 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

**17 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
%	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	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

**21 points**

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
%	5	10	14	19	24	29	33	38	43	48	52	57	62	67	71	76	81	86	90	95	100

# Plot

## Review the Rules

An author creates excitement or suspense in a plot by

- the character’s relationships
- how those relationships change.

## Practice

Read “Zach and Maddie” and complete the character map.

**Zach and Maddie**

Zach is disappointed because his new neighbor, Maddie, is a girl. He thinks she’ll be a silly girl who would want to play only with dolls. One day, Maddie comes to Zach’s house.

“Would you like to play catch?” Maddie asks. She is holding a baseball glove and a baseball. Zach is shocked!

“Sure, let me get my glove!” he says. Now, Maddie and Zach are best friends.

<b>Characters</b>
-------------------

<b>Relationship</b>
---------------------

<b>Beginning</b>
------------------

<b>Middle</b>
---------------

<b>End</b>
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## Apply

Tell a partner about two characters from one of your Small Group Reading books. Share how their relationship changed.

# Determine Importance

## Review the Rules

You can determine the importance of a text by summarizing the text. To summarize, you

- look for the most important details
- tell about those details in one or two sentences.

## Practice

Read “In the City” and complete the sentences that follow the passage. Then, summarize the passage.

### In the City

There are many ways to get around in the city. People can drive their own cars or ride in a bus. Some people prefer to ride in taxis because they want to avoid crowds. People who don't mind crowds at all can take the subway. With sidewalks everywhere, people can walk, too!

1 The topic is \_\_\_\_\_  
\_\_\_\_\_.

2 Important details are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

To summarize: \_\_\_\_\_  
\_\_\_\_\_.

## Apply

Determine the importance of one of your Small Group Reading books. Share a summary of the book with a partner.

# Writing Trait: Sentence Fluency

## Review the Rules

You can write fluent sentences by

- using different sentence lengths
- using different sentence types
- using sentences that sound natural when they are read aloud.

## Practice

Read each item. Check the box to show which item has the best sentence fluency.

	Best Sentence Fluency
Jamie likes soccer. It's the sport that is her most favorite. Jamie likes baseball. It is not the sport that is her most favorite.	
Jamie likes soccer. It's her favorite sport. She also likes baseball, but not as much as soccer.	

## Apply

Rewrite the item below to improve the sentence fluency.

You can find many tools in kitchens now. You can find useful tools. You can find blenders. You can find microwaves. You can find tools to prepare food. You can find tools to make food.

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# Reading for Details

## Review the Rules

As you read, pay attention to the details. Details are important information that help you understand the topic better.

- Look for details that help you understand the topic.
- Decide which details are more important than others.

Read the first paragraph of "Treasure Ahoy!" and the examples.

### Treasure Ahoy!

Florida has more buried treasure on its shores than anywhere. Florida was a great place for pirates to bury their loot. Also, many wars happened near there. Ships with gold and silver often sunk in battle.

One pirate was Billy Bowlegs. Nobody knows how he got his name. He had been a navy officer. He stole millions of dollars of gold and silver bars. He buried them on the island of Santa Rosa Sound. His ship sunk off the coast of Florida. On it was millions of dollars of treasure. The ship is still at the bottom of the ocean. Treasure hunters have yet to find it!

This is the main idea.

This is an important detail.

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## Practice

As you read the second paragraph, decide which details are important and which are not important. List the important details. Then list two that are not important.

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## Apply

Tell a partner at least two important details from one of your Small Group Reading books. Discuss why you feel they are important.



# Theme

## Review the Rules

The theme of a text is the important idea, message, or moral. You can identify the theme of a story from the

- title
- characters
- plot.

### Ethan's Problem

Ethan is a star football player. He can run, tackle, and throw. He averages at least two touchdowns a game. There is not any position that Ethan cannot play. He works hard at football. Football is the most important thing in the world to Ethan.

But Ethan has a problem. Ethan does not do his homework. He talks back to his parents when they ask him to clean his room. He spends most of his free time playing video games. He is mean to his little brother. Ethan thinks to himself, "Why should I do my homework, clean my room, or listen to my parents? I am going to be a professional football player."

Then one day, Ethan's coach calls him. Ethan's school has suspended him from playing football. Ethan needs to be a better student. Ethan needs to listen. He needs to stop fighting with his brother.

The theme of this passage is that

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## Apply

Tell a partner about a theme from one of your Small Group Reading books. Tell about the title, characters, and plot.

# Determine Importance

## Review the Rules

You can summarize information by looking for the most important details.

Look for details that help you understand the topic.

- Decide which details are more important than others.
- Tell the most important details in sentence or two.

Read the first paragraph of “Modern Pirates on the High Seas” and look at the underlined examples of important details.

### Modern Pirates on the High Seas

Many people dream of finding a buried treasure. But some people make their living at it. These treasure hunters search land and sea to find a lost treasure. Then they sell it to make money.

Is treasure hunting big business? Or is it modern piracy?

Experts feel that treasure hunting should be illegal. Treasure hunters destroy valuable pieces from our past. Experts could study these pieces for clues to the past. They believe that these pieces belong in museums. To them, treasure hunters rob the people from learning more about the world.

These are important details

To summarize, treasure hunters look for treasure to sell.

## Practice

As you read the second and third paragraphs, underline the important details. Then summarize the paragraph in one or two sentences.

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## Apply

Summarize a paragraph for a partner from one of your Small Group Reading books.

# Writing Trait: Ideas

## Review the Rules

Writing clearly presents ideas when

- readers understand the main idea
- details support the main idea
- readers stay interested all the way through.

## Practice

Read the student article “Lost Fleet Found” and draw a box around the main idea. Underline the details that support the main idea.

**Lost Fleet Found!**

They are near Japan. They are at the bottom of the ocean. They are 4,400-year-old sunken ships. People now know that these ships were once part of a navy. These ships went to attack Japan in 1281. This was the second ship disaster caused by a big storm in the same waters. Each storm happened seven years apart. These big storms even hit the same navy! People think that this discovery is important. These ships will tell a lot about East Asian culture and history.

## Apply

Write a short article about a disaster you know of. Write a main idea. Then write two details that explain the main idea.

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# Sequence

## Review the Rules

Many texts tell about the sequence, or time order, of events. Look for

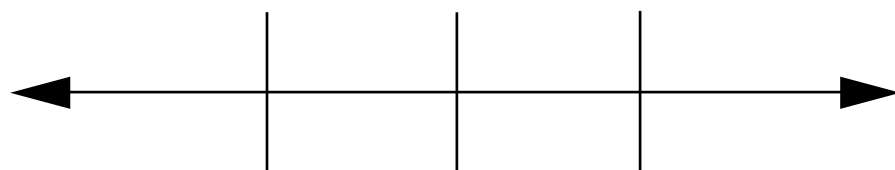
- time-order sequence words such as *first, next, then, last*
- days, weeks, months, or years.

## Practice

Read "Summer Fun." Use the time line to list the sequence of events. Then, write the sequence on the lines below.

**Summer Fun**

This summer, I had a lot of fun. First, in June, I went on vacation with my family. We went to an amusement park. The rides were great! Then, we went to a family reunion in July. It was at a big house on a lake. I got to go fishing with my cousins. Last, my birthday is August 23, so I got a new bicycle that month. I didn't know this summer would be so exciting!



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## Apply

Share the sequence of events from one of your Small Group Reading books. Use time-order sequence words.

# Determine Importance

## Review the Rules

You can determine the importance of a text by identifying

- the topic of the text
- the main, or most important, idea
- details that tell more about the main idea

## Practice

Read “The Plant House” and complete the sentences.

### The Plant House

The new store in town is called The Plant House. Emily Jax opened the store last week and already has many customers. Emily sells flowers, plants, and plant supplies. Olivia Golden lives in the apartment above The Plant House. She says, “People look so happy when they come out of the shop. They are always carrying beautiful things!” The Plant House is a busy, fun place. Emma wanted to work there!

1 The topic is \_\_\_\_\_

\_\_\_\_\_

2 The main idea is \_\_\_\_\_

\_\_\_\_\_

3 Important details are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Apply

Determine the importance of one of your Small Group Reading books. Share the main idea and details with a partner.

# Explain Information

## Review the Rules

Details help the reader understand the main idea better.

- Some details are more important than others.
- Details that are important usually clarify information.

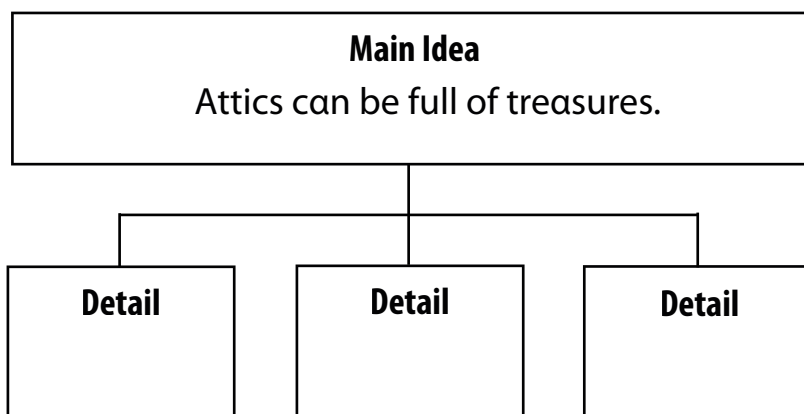
## Practice

Read "Treasures in the Attic" and complete the chart. List the details in their order of importance.

**Treasures in the Attic**

I spent an amazing week at my grandparents' house. My sister and I decided to help my grandparents clean out their attic. We had no idea that some of the family treasures we would find would make us rich!

We found boxes of rare stamps and boxes of old coins. In one box, my sister found an early 18th century coin. It is rare and very valuable! My grandfather let us keep it. In fact, he let us keep the whole box. We're going to buy a computer with the money we make!



## Apply

Tell a partner how an author in one of your Small Group Reading books uses details to explain the main idea.

# Determine Importance

## Review the Rules

Once you know the topic of a story or article, you can look at all the ideas. Determining the most important details will help figure out the most important, or main idea.

- Figure out the topic.
- Look for important details about the topic.
- The details will help me determine the main idea.

Read the first paragraph of the article "Visionary Art" and circle the main idea.

The topic is an art museum.

### Visionary Art

One person's junk is someone else's treasure. That is what the people at The American Visionary Art Museum believe. This museum shows art that is not made with paint and clay. It's created with junk!

There is art made with socks. There is an old car decorated with forks. There's a sculpture made from toothpicks. So the next time you take out the recycling, think about if you are throwing out a future piece.

Important details: The art is made with junk, not paint or clay.

## Practice

Read the second paragraph, and underline its important details. Then write the main idea.

The main idea of the second paragraph is \_\_\_\_\_

\_\_\_\_\_

## Apply

Tell a partner about some important details in a paragraph from one of your Small Group Reading books. Tell how they support the main idea.

# Writing Trait: Voice

## Review the Rules

Authors use a unique style of writing, or voice, that matches their story.

An author's voice sounds best when

- characters sound like real people
- characters speak in ways that match their age and personality
- the setting and theme match the story

## Practice

Read "The Annoying Neighbor." Check the boxes in the list to show which traits of the writer's voice are in the story.

### The Annoying Neighbor

Carl's neighbor Henry was very annoying. Whenever Carl went outside, Henry was there to ask him a question.

"Hey, Carl," Henry would say. "Do you like that new stop sign? The old stop sign was a little too red. This one is better, right?" Carl didn't care about the stop sign. He was tired from a long day at work. One day, Carl snapped.

"Hey, Carl," Henry said. "What do you think about that dotted line in the street? It looks much brighter than it did before. It's so white! It's much better, right?"

"I don't care!" yelled Carl. "It doesn't matter!" Henry was shocked and didn't say a word. Carl felt embarrassed, so he ran inside his house and slammed the door.

### Voice Checklist

- 1 Characters sound real.
- 2 Characters match their age and personality.
- 2 Setting and theme match the story.

## Apply

Add two sentences to "The Annoying Neighbor." Be sure to use words that match the author's voice. Share your writing with a partner.

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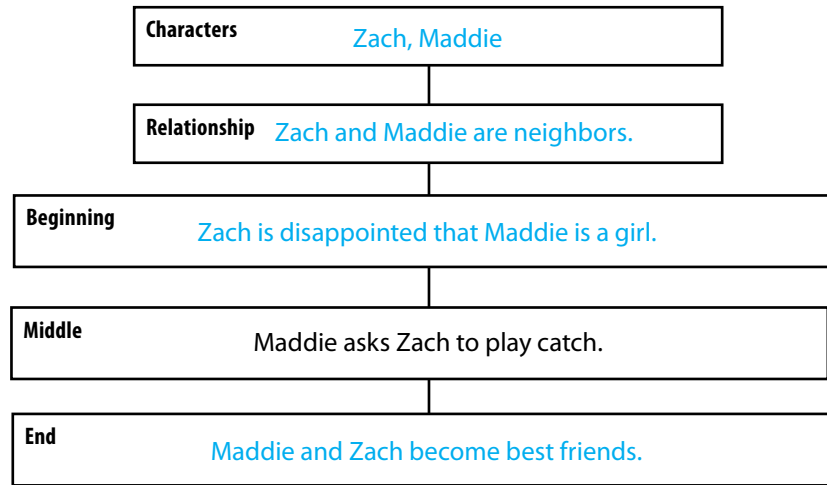


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# Reteaching Masters Answer Key

## RT6.1 Plot



## RT6.2 Determine Importance

- getting around in the city.
- that people can drive cars or ride in buses, taxis, or on the subway. They also can walk.

People can get around the city in many different ways.

## RT6.3 Writing Trait: Sentence Fluency

	Best Sentence Fluency
Jamie likes soccer. It's the sport that is her most favorite. Jamie likes baseball. It is not the sport that is her most favorite.	
Jamie likes soccer. It's her favorite sport. She also likes baseball, but not as much as soccer.	✓

## Apply

Possible response:

Today, people have many useful tools in their kitchens, like blenders and microwaves. These help prepare and make food.

## RT6.4 Reading for Details

Billy Bowlegs stole millions of dollars of gold and silver bars. He buried them on the island of Santa Rosa Sound. His ship sunk off the coast of Florida. On it was millions of dollars of treasure. The ship is still at the bottom of the ocean.

Unimportant details. Nobody knows how he got his name. He was a former navy officer.

## RT6.5 Theme

Possible response:

A person's character is more important than his accomplishments in sports.

## RT6.6 Determine importance

### Modern Pirates on the High Seas

Experts feel that treasure hunting should be illegal. Treasure hunters destroy valuable pieces from our past. They believe that these pieces belong in museums. To them, treasure hunters rob the people from learning more about the world.

Possible response:

Treasure hunters should not be allowed to destroy these valuable pieces, which belong in museums.

## RT6.7 Ask Questions

### Lost Fleet Found!

They are near Japan. They are at the bottom of the ocean. They are 4,400-year-old sunken ships. People now know that these ships were once part of a navy. These ships were to attack Japan in 1281. This was the second ship disaster caused by a big storm in the same waters. Each storm happened seven years part. These big storms even hit the same navy! People think that this discovery is important. These ships will tell a lot about East Asian culture and history.

# Reteaching Masters Answer Key, continued

## RT6.8 Sequence



June: Vacation with family to amusement park

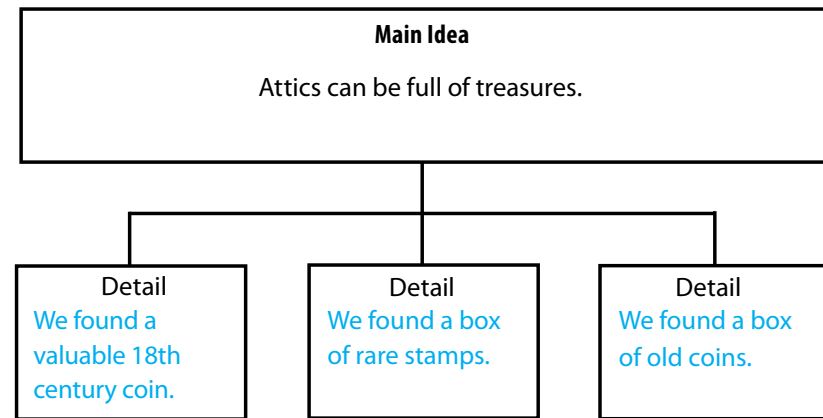
July: Family reunion at lake

August: Got a new bicycle for birthday

## RT6.9 Determine Importance

1. a new store called the Plant House.
2. that the store has happy customers.
3. that Emily sells flowers, plants, and plant supplies. People buy beautiful things at The Plant House. It is a busy, fun place.

## RT6.10 Explain Information



## RT6.11 Determine Importance

### Visionary Art

One person's junk is someone else's treasure. That is what the people at The American Visionary Art Museum believe. This museum shows art that is not made with paint and clay. It's created with junk!

There is art made with socks. There is an old car decorated with forks. There's a sculpture made from toothpicks. So the next time you take out the recycling, think about if you are throwing out a future piece.

## RT6.12 Voice

1. Characters sound real.
2. Characters match their age and personality.
3. Setting and theme match the story.

## Contents

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Common Core Standards Correlation .....	CC1

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Acknowledgements .....	Ack1

# Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
<b>K</b>	A	A-2		A-2	<b>K</b>
	B	3		3	
	C			4	
<b>1</b>	D	4	200L-400L	5	<b>1</b>
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
<b>2</b>		16	200L-400L		<b>2</b>
	K				
	L-M	18-28	300L-500L	18-20	
<b>3</b>	N-P	30-38	500L-700L	22-24	<b>3</b>
<b>4</b>	Q-R	40	650L-850L	26	<b>4</b>
<b>5</b>	S-U	44	750L-950L	28	<b>5</b>
<b>6</b>	V-W	50	850L-1000L		<b>6</b>

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

# Grade 4 Unit 6 Cumulative Key Word List

ability (n)	defend (v)	limit (v)	region (n)
accelerate (v)	detail (n)	locate (v)	relate (v)
adaptation (n)	<b>determine (v)</b>	map (n)	<b>relationship (n)</b>
<b>adventure (n)</b>	<b>discovery (n)</b>	marriage (n)	renewable (adj)
analyze (v)	distance (n)	material (n)	resistance (n)
ancestor (n)	effect (n)	measure (v)	resource (n)
ancient (adj)	electricity (n)	medium (n)	response (n)
<b>archaeologist (n)</b>	element (n)	memory (n)	responsible (adj)
<b>artifact (n)</b>	elevation (n)	<b>merchant (n)</b>	risk (n)
astronaut (n)	empire (n)	migration (n)	ritual (n)
atmosphere (n)	environment (n)	mission (n)	role (n)
author's purpose	equator (n)	modify (v)	rotation (n)
available (adj)	<b>examine (v)</b>	mold (n)	<b>route (n)</b>
average (n)	experiment (n)	monitor (v)	scale (n)
balance (n)	<b>exploration (n)</b>	motion (n)	scarce (adj)
behavior (n)	express (v)	motive (n)	sequence (n)
belief (n)	feature (n)	musical (adj)	service (n)
benefit (n)	figurative language	narrator (n)	site (n)
border (n)	flow (v)	native (adj)	skill (n)
canyon (n)	force (n)	natural (adj)	solution (n)
capacity (n)	<b>galleon (n)</b>	<b>navigation (n)</b>	solve (v)
cause (n)	generalization (n)	object (n)	species (n)
ceremony (n)	generate (v)	occasion (n)	speed (n)
characteristic (n)	globe (n)	ocean (n)	spore (n)
<b>chart (n)</b>	graph (n)	official (adj)	spread (v)
civilization (n)	habitat (n)	orbit (v)	stanza (n)
clarify (v)	height (n)	outcome (n)	strategy (n)
<b>coastal (adj)</b>	hemisphere (n)	outline (n)	style (n)
<b>colony (n)</b>	heritage (n)	pattern (n)	suggest (v)
command (n)	hero (n)	perform (v)	surface (n)
communication (n)	historical (adj)	physical (adj)	survival (n)
comparison (n)	humid (adj)	plain (n)	synthesize (v)
<b>compass (n)</b>	hyperbole (n)	planet (n)	technology (n)
competition (n)	imagine (v)	plateau (n)	theme (n)
conclusion (n)	imitate (v)	population (n)	threatened (adj)
conservation (n)	inference (n)	<b>port (n)</b>	tool (n)
constant (n)	influence (v)	pottery(n)	<b>trade (v)</b>
contain (v)	inhabitant (n)	power (n)	tradition (n)
continent (n)	inherit (v)	predator (n)	trait (n)
control (v)	interact (v)	<b>preserve (v)</b>	transport (v)
convert (v)	<b>interpret (v)</b>	president (n)	<b>treasure (n)</b>
country (n)	introduce (v)	preview (v)	trickster (n)
courage (n)	invade (v)	prey (n)	valley (n)
craft (n)	investigate (v)	principle (n)	value (v)
create (v)	landform (n)	procedure (n)	visualize (v)
culture (n)	landscape (n)	project (n)	volunteer (n)
<b>currency (n)</b>	language (n)	protect (v)	weave (v)
current (adj)	launch (v)	range (n)	
custom (n)	learn (v)	rate (n)	
decompose (v)	<b>legend (n)</b>	record (n)	

Words from Unit 6 appear in red type. For additional content words and story words, please see the Small Group Reading section.

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## Strategies for Learning Language

These strategies can help you learn to use and understand the English language.



### 1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p><b>You hear:</b></p> <p>Way to go, Joe! Fantastic catch!</p> <p><b>You say:</b></p> <p>Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i></p> <p>Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p><b>You hear:</b></p> <p>"When did you know that something was missing?"</p> <p><b>You say:</b></p> <p>"I knew that something was missing when I got to class."</p>

### 2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p><b>You say:</b></p> <p>"Wait! Could you say that again more slowly, please?"</p> <p><b>Other options:</b></p> <p>"Does 'violet' mean 'purple'?"</p> <p>"Is 'enormous' another way to say 'big'?"</p>

### 3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

### 4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> <li>• I can start a question with "is," "can," or "do": Do you have my math book?</li> <li>• I can start a question with "who," "what," "where," "when," "how," or "why" to get more information: Where did you put my math book?</li> </ul>

## Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

### Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

### On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

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### Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
<b>Definition</b> Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous <b>refers to something that causes harm or injury.</b>
<b>Restatement</b> Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, <b>or result in injuries to climbers.</b>
<b>Synonym</b> Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. <b>Also dangerous</b> are very high altitudes that make it hard to breathe.
<b>Antonym</b> Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, <b>but</b> special gear keeps the climbers <b>safe.</b>
<b>Examples</b> Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. <b>For example</b> , they carry <b>extra food, equipment for heavy snowfall, and first-aid kits.</b>

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## Vocabulary Strategies, *continued*

### Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

### Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
  - key = button
  - + board = flat surface
  - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



**laptop** means "small portable computer," not "the top of your lap"

### Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange  
The prefix *re-* means "again." The word *arrange* means "to put in order." The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

### Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

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### Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er  
**verb**  
The word *teach* means "to give lessons." The suffix *-er* means "one who." A **teacher** is "a person who gives lessons."  
**noun**
2. Put the meanings of the word parts together.

### Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

### Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**  
inter + rupt + ion  
**prefix** **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."
3. Put the meanings of all the word parts together. **between** **act or process**  
inter + rupt + ion = interruption  
**break** **a break in activity**

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## Vocabulary Strategies, *continued*

### Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

#### Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert <b>as sluggishly as a snail</b> .	Cory and a snail	They both move very slowly.
His skin was <b>like sheets of sandpaper</b> .	skin and sandpaper	They are both rough and very dry.

#### Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The <b>sun's rays were a thousand bee stings</b> on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only <b>companion was thirst</b> .	friend and thirst	His thirst was always there with him.

#### Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The <b>angry sun</b> kept punishing him.	sun	has feelings
A <b>cactus reached out</b> to him.	cactus	is able to be friendly

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### Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

#### What you say:

If the topic is Mars, I'm **all ears**.

#### Break a leg!

Rachel had to **eat her words**.

#### Give me a break!

**Hang on**.

I'm **in a jam**.

The joke was so funny, Lisa **laughed her head off**.

Juan was **steamed** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

I'm so tired, I just want to **veg out**.

Rob and Zak are together **24-seven**.

**You can say that again**.

**Zip your lips!**

#### What you mean:

If the topic is Mars, I'll **listen very carefully**.

#### Good luck!

Rachel had to **say she was wrong**.

#### That's ridiculous!

**Wait**.

I'm **in trouble**.

The joke was so funny, Lisa **laughed very hard**.

Juan was **very angry** when I lost his video game.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **all the time**.

**I totally agree with you**.

**Be quiet!**



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## Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

### Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

### Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

### Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

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### Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

### Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on
- **other texts** you've read by the same author, about the same topic, or in the same genre.

### Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know.
- Combine what you read with what you know to figure out what the author means.

### Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

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## Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

### Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

- 1 **Choose a Topic and Make a Plan** Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

#### RAFT Chart

**Role:** scientist  
**Audience:** my teacher and classmates  
**Form:** report  
**Topic:** honeybees

- 2 **Gather Information** Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 579–582 to find information that answers your questions. Take notes.



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## Use Information Resources

### Books



A book is a good source of information.

#### Notecard

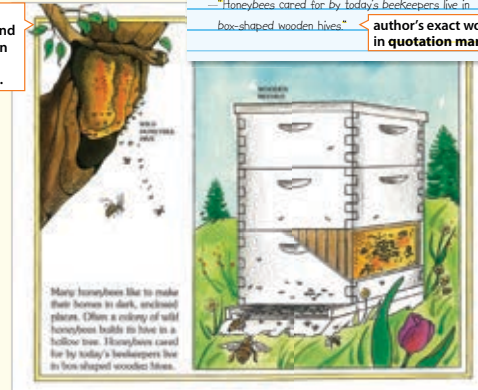
Where do honeybees live? < research question

The Honey Makers, by Gail Gibbons, page 6 < name of source

—Many honeybees live in dark places like hollow trees. < notes in your own words

—“Honeybees cared for by today’s beekeepers live in box-shaped wooden hives.” < author’s exact words in quotation marks

Read the pages to find information you need. Take notes.



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## Writing and Research, continued

### Encyclopedias

Each encyclopedia volume has facts about different topics.

guide words



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.

article

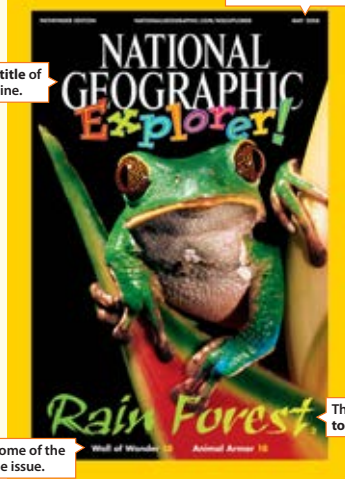
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### Magazines

The date tells when the issue was published.

This is the title of the magazine.



This is the main topic of the issue.

These are some of the topics in the issue.

### ... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person's answers.
- Choose the notes you'll use for your writing



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## Writing and Research, *continued*

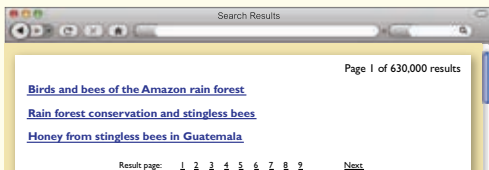
### Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

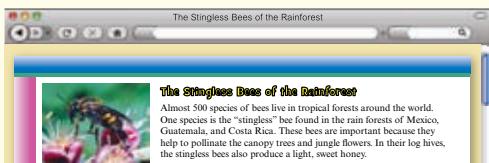
1. **Go to a search page.** Type in your key words. Click Search.



2. **Read the list of Web sites, or pages, that have your key words.** The underlined words are links to the Web sites.

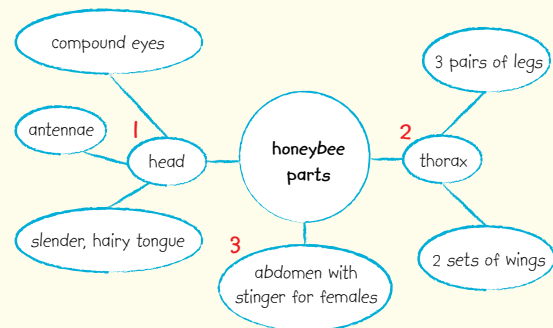


3. **Click on a link to go directly to the site, or Web page.** Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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



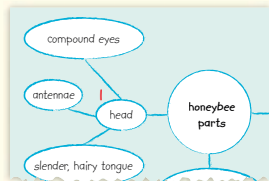
## Writing and Research, *continued*

### 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.

### Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

### Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

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 predators harmful animals. A hive needs to hold thousands of bees and all they gather. the nectar and pollen

The best bee's nest will also face south so it stays warm.

## Writing and Research, *continued*

### Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
  - capital letters in proper nouns
  - apostrophes and quotation marks
  - subject-verb agreement
  - pronouns
  - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae.

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

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### Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
  - import photographs or illustrations
  - insert computer clip art
  - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
  - E-mail it to a friend or family member.
  - Send it to your favorite magazine or publication.
  - Turn it into a chapter for a group book about the topic.
  - Make a video clip of you reading it to add to a group presentation.



#### A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



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## Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

### Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
<b>4</b>	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
<b>3</b>	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
<b>2</b>	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
<b>1</b>	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

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### Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
<b>4</b>	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
<b>3</b>	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
<b>2</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
<b>1</b>	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

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## Writing Traits, *continued*

### Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



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### Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



### Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

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## Grammar, Usage, Mechanics, and Spelling

### Sentences

A sentence expresses a complete thought.

#### Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.  
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

#### Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

**Do** you have a size 10?  
**Answer:** Yes.  
**Are** these shirts on sale?  
**Answer:** No.

Other questions ask for more information. They start with words such as **Who, What, Where, When, and Why**.

**What** colors do you have?  
**Answer:** We have red and blue.  
**Where** can I try this on?  
**Answer:** You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!  
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please **bring** me a size 10.  
**Don't open** the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



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### Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.  
I **can't** find the right size.

### Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.  
The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.  
The other store has nicer shirts.

### Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.  
My mom **or** my dad always comes with me.

### Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.  
Sometimes we see a movie **or** just talk with our friends.

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Sentences *(continued)*

Compound Sentences

When you join two sentences together, you can make a compound sentence.

Use a comma and the conjunction <b>and</b> to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, <b>and</b> I go with them.
Use a comma and the conjunction <b>but</b> to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, <b>but</b> I ride my bike.
Use a comma and the conjunction <b>or</b> to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, <b>or</b> you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An <b>independent clause</b> expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A <b>dependent clause</b> does not express a complete thought. It is not a sentence.	before it gets busy
To make a <b>complex sentence</b> , join an <b>independent clause</b> with one or more <b>dependent clauses</b> . If the dependent clause comes first, put a <b>comma</b> after it.	<b>Before it gets busy,</b> Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

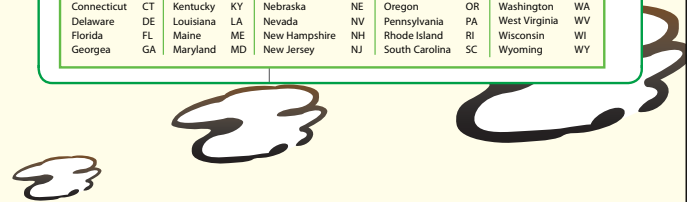
Common Nouns and Proper Nouns

There are two kinds of nouns.

A <b>common noun</b> names any person, animal, place, or thing of a certain type.	I know that <b>girl</b> . She rides a <b>horse</b> . I sometimes see her at the <b>park</b> . She walks her <b>dog</b> there.
A <b>proper noun</b> names a particular person, animal, place, or thing.	I know <b>Marissa</b> . I sometimes see her at <b>Hilltop Park</b> . She walks her dog <b>Chase</b> there. Her family is from <b>Dallas, Texas</b> . They live on <b>Crockett Lane</b> .

Abbreviations for State Names in Mailing Addresses

Alabama	AL	Hawaii	HI	Massachusetts	MA	New Mexico	NM	South Dakota	SD
Alaska	AK	Idaho	ID	Michigan	MI	New York	NY	Tennessee	TN
Arizona	AZ	Illinois	IL	Minnesota	MN	North Carolina	NC	Texas	TX
Arkansas	AR	Indiana	IN	Mississippi	MS	North Dakota	ND	Utah	UT
California	CA	Iowa	IA	Missouri	MO	Ohio	OH	Vermont	VT
Colorado	CO	Kansas	KS	Montana	MT	Oklahoma	OK	Virginia	VA
Connecticut	CT	Kentucky	KY	Nebraska	NE	Oregon	OR	Washington	WA
Delaware	DE	Louisiana	LA	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Florida	FL	Maine	ME	New Hampshire	NH	Rhode Island	RI	Wisconsin	WI
Georgia	GA	Maryland	MD	New Jersey	NJ	South Carolina	SC	Wyoming	WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add <b>-s</b> to most singular count nouns to form the plural count noun.	bicycle → bicycles club → clubs	
Add <b>-es</b> to count nouns that end in <b>x, ch, sh, ss, z,</b> and sometimes <b>o</b> .	tax → taxes bench → benches wish → wishes loss → losses potato → potatoes	
For count nouns that end in a consonant plus <b>y</b> , change the <b>y</b> to <b>i</b> and then add <b>-es</b> . For nouns that end in a vowel plus <b>y</b> , just add <b>-s</b> .	berry <i>y</i> → berries family <i>y</i> → families boy → boys day → days	
For a few count nouns, use special forms to show the plural.	man → men woman → women foot → feet tooth → teeth child → children	



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

<b>Weather Words</b>	fog heat lightning thunder rain <b>YES:</b> Thunder and lightning scare my dog. <b>NO:</b> Thunders and lightnings scare my dog.
<b>Food Words</b> Some food items can be counted by using a measurement word such as <b>cup, slice, glass,</b> or <b>head</b> plus the word <b>of</b> . To show the plural form, make the measurement word plural.	bread corn milk rice soup <b>YES:</b> I'm thirsty for <b>milk</b> . I want <b>two glasses of milk</b> . <b>NO:</b> I'm thirsty for milks. I want milks.
<b>Ideas and Feelings</b>	fun help honesty luck work <b>YES:</b> I need <b>help</b> to finish my homework. <b>NO:</b> I need helps to finish my homework.
<b>Category Nouns</b>	clothing equipment mail money time <b>YES:</b> My football <b>equipment</b> is in the car. <b>NO:</b> My football equipments is in the car.
<b>Materials</b>	air gold paper water wood <b>YES:</b> Is the <b>water</b> in this river clean? <b>NO:</b> Is the waters in this river clean?
<b>Activities and Sports</b>	baseball dancing golf singing soccer <b>YES:</b> I played <b>soccer</b> three times this week. <b>NO:</b> I played soccers three times this week.

## Grammar, Usage, Mechanics, and Spelling *continued*

### Nouns *(continued)*

#### Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

**Some jokes** are funny.  
Do you have a **favorite joke**?  
I have **an uncle** who knows a lot of jokes.  
It is **an event** when my uncle comes to visit.  
He lives about **an hour** away from us.

He drives in **a** snow, **a** fog, or **a** ice to get here.

Uncle Raul is **the** uncle I told you about.  
**The** jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.  
He used to live in **Brazil**.  
He speaks **English** and **Spanish**.  
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.  
Sometimes he'll play **soccer** with me.  
Then we go to **Sal's Café** to eat.  
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

**This** book has a lot of photographs.

**Those** books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

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### Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.  
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.  
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?  
The **men's** scores are the highest.



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## Grammar, Usage, Mechanics, and Spelling *continued*

### Pronouns

A pronoun takes the place of a noun or refers to a noun.

#### Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.

Are you interested in Mars, too?



Use **you** to speak to another person.

Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.  
**She** will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.  
**He** added the pictures to the report.

Use **it** for a thing.

The report is almost done.  
**It** will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?

Yes, Sam and I are ready. We give a report tomorrow.



Use **we** for yourself and one or more people.

Use **they** for other people or things.

Scott and Tyrone set up the video camera.  
**They** will record each presentation.

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### Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

**Julia** is a good speaker.  
**She** tells the class about Mars.

**The photos** show the surface of Mars.  
**They** are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

### Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."  
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.  
The class asked **them** about Mars.

Jack put **the report** online.  
Jack put **it** online.  
Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

### Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.

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**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.  
The desk is **hers**.

For two or more people, places, or things, use **theirs**.

**Ross and Clare** made posters.  
The posters are **theirs**.

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**Adjectives**

An adjective describes, or tells about, a noun.

**How Adjectives Work**

Usually, an **adjective** comes before the noun it tells about. But, an **adjective** can also appear after verbs such as *is, are, look, feel, smell, and taste*.

You can buy **delicious** fruits at the market.

All the fruit looks **fresh**.  
The shoppers are **happy**.



**Adjectives describe**

- what something is like
- the size, color, and shape of something
- what something looks, feels, sounds, or smells like

The market is a **busy** place.

The **round, brown** baskets are filled with fruits and vegetables.

The **shiny** peppers are in one basket. Another basket has **crunchy** cucumbers. The pineapples are **sweet** and **juicy**.

Some **adjectives** tell "how many" or "in what order."

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.

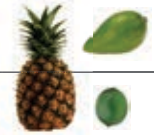
If you can count what you see, use:		If you can't count what you see, use:	
many	several	much	not much
a lot of	only a few	a lot of	only a little
few	not any	a little	not any
some	no	some	no

**Adjectives That Compare**

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add **-er** to the adjective. You will often use the word **than** in your sentence, too.

This is a **small** pineapple. The guava is **smaller than** the pineapple.



To compare three or more things, add **-est** to the adjective. Always use **the** before the adjective.

The lime is **the smallest** fruit of them all.

For some adjectives, change the spelling before you add **-er** or **-est**.

- If the adjective ends in silent **e**, drop the final **e** and add **-er** or **-est**.

large **er** nice **er**  
larger nicer  
largest nicest

- If the adjective ends in **y**, change the **y** to **i** and add **-er** or **-est**.

pretty **i** crazy **i**  
prettier crazier  
prettiest craziest

- If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add **-er** or **-est**.

big **g** sad **d**  
bigger sadder  
biggest saddest

A few adjectives have special forms for comparing things.

good	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 colorfulst.  
**YES:** The oranges are **more delicious** than the pears.  
**NO:** The oranges are deliciouser than the pears.

When you make a comparison, use either **-er** or **more**; or **-est** or **most**. Do **not** use both.

The oranges are the **most** juicy of all the fruits.

**Verbs**

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

**Action Verbs**

An **action verb** tells what someone or something does.

The children **ride** bikes. They **wear** helmets for safety. They **pedal** as fast as they can.

**The Verbs *Have* and *Be***

The verb **to have** tells what the subject of a sentence has.

I **have** a bicycle. It **has** twelve gears. My friend Pedro **has** a bicycle, too. Sometimes we **have** races.

Forms of the Verb <i>have</i>
have
has
had

The verb **to be** does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).

I **am** a fan of bicycle races. Pedro **is** excited about our next race.

Forms of the Verb <i>be</i>	
am	was
are	were
is	

**Linking Verbs**

A few other verbs work like the verb **to be**. They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are **look, seem, feel, smell, and taste**.

My bicycle **looks** fantastic! Pedro and I **feel** ready for the race.



**Helping Verbs**

A **helping verb** works together with an action verb. A helping verb comes before a **main verb**. Some helping verbs have special meanings.

- 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're** riding fast.  
**They're** riding fast.

You can make a contraction with the verbs **am, are, and is**.

Contractions with <i>Be</i>	
I + am = <b>I'm</b>	she + is = <b>she's</b>
you + are = <b>you're</b>	where + is = <b>where's</b>
we + are = <b>we're</b>	what + is = <b>what's</b>

You can make a contraction with the helping verbs **have, has, and will**.

Contractions with <i>Have and Will</i>	
I + have = <b>I've</b>	he + has = <b>he's</b>
you + have = <b>you've</b>	I + will = <b>I'll</b>
they + have = <b>they've</b>	it + will = <b>it'll</b>

In contractions with a verb and **not**, the word **not** is shortened to **n't**.

Contractions with <i>Not</i>	
do + not = <b>don't</b>	have + not = <b>haven't</b>
did + not = <b>didn't</b>	has + not = <b>hasn't</b>
are + not = <b>aren't</b>	could + not = <b>couldn't</b>
was + not = <b>wasn't</b>	should + not = <b>shouldn't</b>

The contraction of the verb **can** plus **not** has a special spelling.

can + not = **can't**

## Grammar, Usage, Mechanics, and Spelling *continued*

### Verbs, (continued)

#### Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.

- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.  
Then he **takes** his bike out of the garage.  
Pedro and I **love** to ride our bikes on weekends.

**Pedro checks** the tires on his bike.  
**He finds** a flat tire!

Pedro **fixes** the tire.  
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.  
We **coast** down the driveway on our bikes.

We **are pedaling** faster.

I **am passing** Pedro!

He **is following** right behind me.



#### Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.  
The bikers **arrived** from all different countries.  
They **raced** for several hours.

People **grabbed** their cameras.  
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.  
I **stayed** close to the TV.

**Irregular verbs** do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.  
He **broke** the speed record!

#### Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



## Grammar, Usage, Mechanics, and Spelling *continued*

### Verbs, (continued)

#### Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

She **will remove** all the dirt.

She **is going to remove** all the dirt.  
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.  
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.  
Pedro **is not** going to believe it.  
Her bike **will not** be a mess any longer.



### Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

#### How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)  
He **will travel downtown** on the bus. (where)  
He **will arrive** at school **soon**. (when)  
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.  
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.  
Josh runs **faster** than his best friend.  
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best  
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.  
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch **good** at all.



**Prepositions**

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

**Prepositions**

Some prepositions tell **where** something is.

above	under	beside	in front of	in back of	between
over	below	next to	by	behind	
	beneath	near			

Some prepositions show **direction**.

up	down	through	across	around	into
----	------	---------	--------	--------	------

Some prepositions tell **when something happens**.

before lunch	in 2003	on September 16
during lunch	in September	at four o'clock
after lunch	in the afternoon	from noon to 3:30

Other prepositions have many uses.

about	among	for	to
against	at	from	with
along	except	of	without

**Prepositional Phrases**

A prepositional phrase starts with a preposition and ends with a noun or a pronoun. Use prepositional phrases to add information or details to your writing.

**At our school**, we did many activities **for Earth Day**.  
We picked up the trash **along the fence**.  
Then we planted some flowers **next to it**.



**Capital Letters**

A word that begins with a capital letter is special in some way.

**How to Use Capital Letters**

A word that begins with a capital letter is special in some way.

Use a **capital letter** at the beginning of a sentence.  
**O**ur class is taking an exciting field trip. **W**e are going to an airplane museum.

Always use a capital letter for the pronoun **I**.  
My friends and **I** can't wait!

Use a capital letter for a person's  
• first and last name  
• initials  
• title  
**Matt J. Kelly and Matt Ross** will ride with **Dr. Bye, Magdalena** and I are going with **Mrs. Liu**.

Use a capital letter for the names of  
• the days of the week and their abbreviations  
• the twelve months of the year and their abbreviations

Days of the Week	Months of the Year
<b>S</b> unday	<b>S</b> un.
<b>M</b> onday	<b>M</b> on.
<b>T</b> uesday	<b>T</b> ue.
<b>W</b> ednesday	<b>W</b> ed.
<b>T</b> hursday	<b>T</b> hurs.
<b>F</b> riday	<b>F</b> ri.
<b>S</b> aturday	<b>S</b> at.
	<b>J</b> anuary
	<b>F</b> ebruary
	<b>M</b> arch
	<b>A</b> pril
	<b>M</b> ay
	<b>J</b> une
	<b>J</b> uly
	<b>A</b> ugust
	<b>S</b> eptember
	<b>O</b> ctober
	<b>N</b> ovember
	<b>D</b> ecember

**These months are not abbreviated.**

Use a capital letter for each important word in the names of special days and holidays.  
That will be after **C**hristmas, **K**wanzaa, and **N**ew **Y**ear's **D**ay.  
**E**arth **D**ay **F**ourth of **J**uly **H**anukkah  
**T**hanksgiving

**Capital Letters, (continued)**

**More Ways to Use Capital Letters**

Use a capital letter for each important word in the names of  
• public places, buildings, and organizations  
• streets, cities, and states  
• landforms and bodies of water, continents, and planets and stars

The **W**ilson **A**irplane **M**useum is in the **V**eterans **M**emorial **H**all. It's in the middle of **V**eterans **P**ark, right next to the **P**iney **W**oods **Z**oo.

The museum is on **F**light **A**venue. It is the biggest airplane museum in **F**lorida. It's the biggest in the whole **U**nited **S**tates!

Landforms and Bodies of Water	Continents	Planets and Stars
<b>R</b> ocky <b>M</b> ountains	<b>A</b> frica	<b>E</b> arth
<b>S</b> ahara <b>D</b> esert	<b>A</b> ntarctica	<b>M</b> ars
<b>G</b> rand <b>C</b> anyon	<b>A</b> sia	the <b>B</b> ig <b>D</b> ipper
<b>P</b> acific <b>O</b> cean	<b>A</b> ustralia	the <b>M</b> ilky <b>W</b> ay
<b>C</b> olorado <b>R</b> iver	<b>E</b> urope	
<b>L</b> ake <b>E</b> rie	<b>N</b> orth <b>A</b> merica	
	<b>S</b> outh <b>A</b> merica	

Use a capital letter for the names of countries and adjectives formed from the names of countries.  
My friend Magdalena is **C**hilean.  
She says they don't have a museum like that in **C**hile.

Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.  
We are reading **F**irst **F**light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it "**V**anished from the **S**ky." What a great title!

**Punctuation Marks**

Punctuation marks make words and sentences easier to understand.



**Period**

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!

## Grammar, Usage, Mechanics, and Spelling *continued*

### Punctuation, *(continued)*

#### Commas

##### Use a **comma**

- when you write large numbers
- to separate three or more things in the same sentence
- before the words **and**, **but**, or **or** in a compound sentence.

There are more than 1,300 pets at this store.  
Should I get a dog, a cat, or a parrot?  
I came to the store last week, and the salesperson showed me some dogs.  
She was very helpful, but I couldn't make a decision.

##### Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!  
Well, I'd better choose something.  
The salesperson said, "This little dog wants to go with you."  
I said, "I like it, but I like those cats, too!"

##### Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?  
Or do I get a cute, tiny kitten?

##### Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue  
New York, NY 10033  
October 3, 2010

Dear Aunt Mia,

Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.

Your niece,  
Becca

#### Quotation Marks

##### Use quotation marks

- to show a speaker's exact words
- to show the exact words from a book or other printed material
- the title of a magazine or newspaper article
- the title of a chapter from a book.

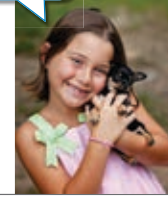
"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



##### Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.  
"You just have to decide if you want to big dog or a little one."

#### Apostrophes

##### Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.  
The **Smiths'** yard is just big enough for him.

##### Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

**Let's** go back to the pet store.  
**I'll** look some more for the best pet for me.

# 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	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th father	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

### 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-vü-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.

### ability

(u-bi-lu-tē) *noun*  
An **ability** is a skill.



This girl has the **ability** to play the flute.

### accelerate

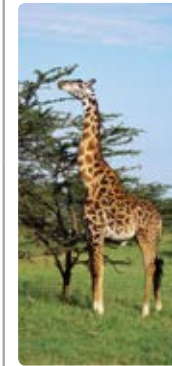
(ik-se-lu-rät) *verb*  
When someone **accelerates** they move faster.



A racecar **accelerates** to the finish line.

### adaptation

(a-dap-tü-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

(änt-shunt) *adjective*  
When something is **ancient**, it is very old or it happened in the past.



There are **ancient** buildings all around the world.

a  
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m  
n  
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s  
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v  
w  
x  
y  
z

### archaeologist

(ar-ke-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-vü-lu-bul) *adjective*  
When something is **available**, it is ready to take.



Fresh fruit is **available** in summer.

### average

(a-vü-rij) *noun*  
An **average** is an amount that is usual for a group.



Bears have an **average** of two cubs.

### balance

(ba-luns) *noun*  
When something is in **balance**, it is steady.



If she keeps her **balance**, she will not fall.

### behavior

(bi-hä-vyur) *noun*  
**Behavior** is how a living thing acts.



You can train an animal to learn a new **behavior**.

### 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.

### 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.

a  
b  
c  
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h  
i  
j  
k  
l  
m  
n  
o  
p  
q  
r  
s  
t  
u  
v  
w  
x  
y  
z

**civilization** ► **competition**

**civilization**  
(sì-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.

**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.

**communication**  
(ku-myū-nu-kā-shun) *noun*  
**Communication** is the sharing of information.



Cell phones have made **communication** easier.

**competition**  
(kom-pu-ti-shun) *noun*  
A **competition** is a contest.




The runners are in **competition** to win the race.

620


**conservation** ► **courage**

**conservation**  
(kon-sir-vā-shun) *noun*  
**Conservation** means saving or protecting something.




Through **conservation**, many animals' lives have been saved.

**continent**  
(kon-tu-nunt) *noun*  
A **continent** is a large body of land.




Africa is one of the seven **continents** on Earth.

**convert**  
(kun-vurt) *verb*  
When you **convert** something, you change it from one thing into another.



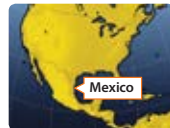
A solar panel **converts** sunlight into electricity.

**constant**  
(kon-stunt) *noun*  
Something that never changes is a **constant**.




The number of days in a week is a **constant**.

**country**  
(kun-tre) *noun*  
A **country** is a nation with its land and people.




Mexico is a **country** in North America.

**contain**  
(kun-tān) *verb*  
To **contain** something is to hold it inside.




This jar **contains** many coins.

**control**  
(kun-tröl) *verb*  
To **control** something is to be in charge of it.



The driver **controls** where the car goes.

**courage**  
(kur-ij) *noun*  
If you have **courage**, you are brave.




It takes **courage** to do challenging things.

621


**craft** ► **decompose**

**craft**  
(kraft) *noun*  
**Crafts** are usually items that you make by hand.




Making dolls by hand is a **craft**.

**culture**  
(kul-chur) *noun*  
People's ideas and way of life make up a **culture**.




Sports can be part of a **culture**.

**current**  
(kur-unt) *adjective*  
When something is **current**, it is happening now.




You can see **current** news stories on TV.

**create**  
(krē-āt) *verb*  
To **create** means to make something new.




The tiles **create** a pattern on the floor.

**custom**  
(kus-tum) *noun*  
A **custom** is the usual way of doing something.



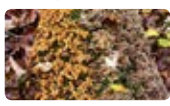
Their **custom** is to eat cereal for breakfast.

**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.

**decompose**  
(dē-kum-pōz) *verb*  
Something **decomposes** when it breaks down. Living things decompose after they die.




A fallen tree will soon **decompose**.

622


**defend** ► **environment**

**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.

**defend**  
(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.



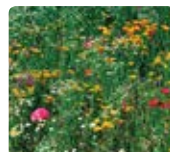
Wind is one **element** in a storm.

**empire**  
(em-pir) *noun*  
An **empire** is a group of countries under one ruler.




As the Roman **Empire** spread, so did the Latin language.

**environment**  
(in-vi-run-munt) *noun*  
An **environment** is the area where something lives.




Plants grow well in a sunny **environment**.

**elevation**  
(el-u-vā-shun) *noun*  
**Elevation** describes how high the land is in an area.



A mountain can have a very high **elevation**.


**Wet environments**, such as rain forests, are also rich in plant life.



623

**equator** ➤ **force**


**equator**  
(i-kwā-tur) *noun*  
The **equator** is an imaginary line that separates the northern and southern hemispheres of the earth.




**experiment**  
(ik-sper-u-munt) *noun*  
An **experiment** is a test that people do to find out how things work.




**feature**  
(fē-chor) *noun*  
A **feature** is part of something.




**exploration**  
(ek-splu-rā-shun) *noun*  
An **exploration** is a search.



**flow**  
(flō) *verb*  
To **flow** is to move freely.




**examine**  
(ig-za-mun) *verb*  
To **examine** something is to look at it closely.




**express**  
(ik-spres) *verb*  
To **express** yourself means to show how you feel.



**force**  
(fōrs) *noun*  
A **force** is a great power in nature.



**equator**  
The **equator** goes all the way around the earth.



Countries along the **equator** include Ecuador, Colombia, and Brazil.

**Her experiment** on plant growth won first prize.

Sharp teeth are **features** that help sharks hunt.

Astronauts learn about space from their **exploration**.

Water **flows** from a fountain without stopping.

With a hand lens, you can **examine** a butterfly.

A smile can **express** joy.

The **force** of rushing water can break apart roads.

624

**galleon** ➤ **heritage**

**galleon**  
(ga-lē-un) *noun*  
A **galleon** is a large sailing ship that was used hundreds of years ago.



**habitat**  
(ha-bu-tat) *noun*  
A **habitat** is a place where an organism can live and flourish.



**hemisphere**  
(he-mu-sfear) *noun*  
A **hemisphere** is one half of the earth.



**generate**  
(je-nu-rāt) *verb*  
To **generate** something is to make it from other materials.



**height**  
(hit) *noun*  
**Height** is the measurement of how tall someone or something is.



**heritage**  
(hair-u-tij) *noun*  
Your **heritage** is the traditions, ideas, and language that come from your ancestors.



**globe**  
(glōb) *noun*  
A **globe** is a ball with the map of the earth on it.



**globe**  
The students studied the **globe** in their social studies class.

**globe**  
In the 17th century, people would sail **galleons** all around the world.

Some snakes live in a hot, desert **habitat**.

The **equator** separates the two **hemispheres**.

Windmills are used to **generate** electricity.


These boys are different **heights**.

Playing a traditional instrument is part of his Indonesian **heritage**.


625

**hero** ➤ **interact**


**hero**  
(hēr-ō) *noun*  
A **hero** is a person admired by others for being brave.




**imitate**  
(i-mu-tāt) *verb*  
When you **imitate** something, you try to copy it.




**inhabitant**  
(in-ha-bu-tant) *noun*  
An **inhabitant** is a person who lives somewhere.




**humid**  
(hyū-mud) *adjective*  
It is **humid** when there is a lot of moisture in the air.




**inherit**  
(in-hair-ut) *verb*  
To **inherit** means to get things, usually from parents.




**imagine**  
(i-mā-jun) *verb*  
To **imagine** something is to picture it in your mind.



**influence**  
(in-flū-unts) *verb*  
To **influence** someone is to affect that person.



**interact**  
(in-tur-akt) *verb*  
When you **interact**, you communicate in some way.



**hero**  
When the firefighter rescued the child, everyone said he was a **hero**.

Babies will try to **imitate** their mothers' smiles.

These people are **inhabitants** of Japan.

A hot and **humid** greenhouse is good for plants.

Skunks **inherit** their stripes.

Your art shows others what you **imagine**.

Family members can **influence** your interests.

This girl **interacts** with the horse.

626

**interpret** ➤ **language**

**interpret**  
(in-tur-prut) *verb*  
To **interpret** something is to tell what you think it means.



**invade**  
(in-vād) *verb*  
To **invade** something is to take it over without permission.



**investigate**  
(in-ves-tu-gāt) *verb*  
When you **investigate** something, you find out about it.



**landscape**  
(land-skāp) *noun*  
A **landscape** is a large area of land.



**introduce**  
(in-tru-dūs) *verb*  
When people **introduce** themselves, they meet for the first time.



**landform**  
(land-form) *noun*  
A **landform** is the natural shape of a section of land.



**language**  
(lang-gwij) *noun*  
**Language** is a way of sharing ideas.



**interpret**  
Can you **interpret** these signs?

Sometimes people **invade** natural habitats.

The boy **investigates** the cave.

These hills are part of this pretty green **landscape**.

A handshake is a friendly way to **introduce** yourself.


A mountain is a large **landform**.

Writing is a form of **language**.

627


**launch** ▶ **marriage**

**launch** (law-nch) *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.

**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.

628

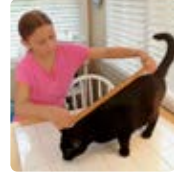
**material** ▶ **modify**

**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.

**merchant** (mur-chunt) *noun*  
A **merchant** is someone who buys or sells items.




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.

**mission** (mi-shun) *noun*  
A **mission** is a job with a goal.




Their **mission** is to rescue people after an earthquake.

**migration** (mī-grā-shun) *noun*  
During a **migration**, people or animals move from one place to another.



These birds fly south in their yearly **migration**.

**modify** (mah-du-fi) *verb*  
When you **modify** something, you change it.




**Modify** a jar to make a bird feeder.

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.

**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** (nā-chu-rul) *adjective*  
Something is **natural** if it wasn't made by humans.




This is a **natural** rock formation.

**navigation** (nā-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.


**object** (ōb-jekt) *noun*  
An **object** is something that isn't alive that you can touch and see.



clock



remote control




ball glove

These are all **objects**.

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.

**pattern** (pā-tern) *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**.

631


**planet** ➤ **preserve**

**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.

**port**  
(port) *noun*  
A **port** is a safe place where boats can dock.




The boats stay in the **port**.

**predator**  
(pre-du-tur) *noun*  
A **predator** is an animal that eats other animals.




Many birds are **predators** to insects.

**plateau**  
(pla-tō) *noun*  
A **plateau** is a high, flat area of land.




The **plateau** rises above the plains.

**pottery**  
(pah-tu-rē) *noun*  
Objects made out of clay are called **pottery**.




This terracotta vase and pitcher are examples of **pottery**.

**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.

**power**  
(pow-ur) *noun*  
**Power** is the ability or strength to do something.



The **power** of the earthquake destroyed the building.

**preserve**  
(pri-zurv) *verb*  
To **preserve** something is to keep it safe from harm.




Use scrapbooks to **preserve** old photos.

632


**president** ➤ **record**

**president**  
(pre-zu-dunt) *noun*  
A **president** is an elected leader of a country.




George Washington was the first **president** of the United States.

**project**  
(prah-jekt) *noun*  
A **project** is a job or activity.




Building a skyscraper is a huge **project**.

**prey**  
(prä) *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.

**protect**  
(pru-tekt) *verb*  
You **protect** something when you guard it against harm.




Seat belts help to **protect** people in cars.

**range**  
(ränj) *noun*  
A **range** is a group of things in a certain order.




The Rocky Mountains are a mountain **range**.

**rate**  
(rät) *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.

633

**region** ➤ **responsible**

**region**  
(rē-jun) *noun*  
A **region** is an area of land.



Oregon is in the northwest **region** of the country.

**renewable**  
(ri-nū-u-bul) *adjective*  
Something is **renewable** when you can't use up all of it.



Wind is a **renewable** resource.

**resource**  
(rē-sors) *noun*  
A **resource** is something that people need and use.



School supplies are **resources** for students.

**relate**  
(ri-lät) *verb*  
To **relate** two things, think about how they are connected.



You can **relate** these two sports.

**relationship**  
(ri-lä-shun-ship) *noun*  
A **relationship** is the way people or things are connected.



Friends have a good **relationship**.

**resistance**  
(ri-zis-tunts) *noun*  
**Resistance** is a slowing force.



Deep snow creates **resistance** when you walk in it.

**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.

634


**risk** ➤ **scale**

**risk**  
(risk) *noun*  
**Risk** is the possibility of harm.




Wearing a helmet lowers your **risk** when you ride a bike.

**role**  
(röl) *noun*  
A **role** is a part or a purpose.




Each actor plays an important **role** in the school play.

**route**  
(rüt) *noun*  
A **route** is a path to go someplace.




Do you take the shortest **route** to school?

**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.

**rotation**  
(rō-tā-shun) *noun*  
The **rotation** of something is how it turns around its axis.



A globe shows the **rotation** of Earth.

**scale**  
(skäl) *noun*  
A **scale** gives size comparisons.




The **scale** of this map shows that 1 inch is equal to 1 mile.

635


**scarce** > **speed**

**scarce** (skairz) *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** (sit) *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** (spe-shiez) *noun*  
A **species** is a group of living things that are very similar and can have offspring.



Cats and dogs are different **species**.

**speed** (speed) *noun*  
**Speed** is how fast something is going.




A racecar travels at a very high **speed**.

636


**spore** > **technology**

**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**.

**style** (sti-il) *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.

**surface** (sur-fus) *noun*  
The **surface** of something is its top layer or cover.




A table has a flat **surface**.

**spread** (spred) *verb*  
To **spread** is to cover a wide area.




Flies can **spread** diseases.

**strategy** (stra-tu-je) *noun*  
A **strategy** is a careful plan.




This girl has a **strategy** for winning the game.

**suggest** (sug-jest) *verb*  
To **suggest** is to give someone an idea.




These colors **suggest** strong heat.

**survival** (sur-vi-vul) *noun*  
**Survival** means living.



**Survival** is difficult in very cold places.

**technology** (tek-nah-lu-je) *noun*  
**Technology** is the use of science to solve problems.




Doctors rely on **technology**, such as X-ray machines.

637


**threatened** > **valley**

**threatened** (thre-tund) *verb*  
Something is **threatened** when it is in danger.




Because of habitat destruction, many rainforest animals are **threatened**.

**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.

**treasure** (tre-zhur) *noun*  
A **treasure** is a collection of jewels, money, or other valuable items.




Gold coins are the **treasure** in this chest.

**tool** (tuil) *noun*  
A **tool** is something that helps you do a task.




A hammer is a **tool** that helps you pound nails into wood.

**trade** (trad) *verb*  
To **trade** is to exchange one thing for another.




The friends **trade** toys.

**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.

**valley** (va-le) *noun*  
A **valley** is a low area of land between two higher areas.




This **valley** has a river running through it.

638


**value** > **weave**

**value** (val-yü) *verb*  
To **value** something is to care about it.




Many people **value** saving money.

**weave** (wev) *verb*  
When you **weave**, you lace threads, grass, or other materials together in a pattern.




She **weaves** thread into beautiful cloth.

**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.

**valley** (va-le) *noun*  
A **valley** is a low area of land between two higher areas.



A tapestry is something people can **weave**. This one was made in Africa.

639



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# Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
<b>LITERATURE</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Integration of Knowledge and Ideas</b>						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
<b>INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
<b>Integration of Knowledge and Ideas</b>						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition</b>						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division ( <i>bas/ket, kit/ten</i> )		●	●			
VCCCV Syllable Division ( <i>hun/dred</i> )		●	●			
VCV Syllable Division ( <i>mu/sic, cab/in</i> )		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.



Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition, continued</b>						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
<b>Fluency</b>						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

## Writing

<b>Text Types and Purposes</b>						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

# Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Writing Skills</b>						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
<b>Production and Distribution of Writing</b>						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Production and Distribution of Writing, continued</b>						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
<b>Writing Traits</b>						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
<b>Research to Build and Present Knowledge</b>						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
<b>Range of Writing</b>						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

# Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
<b>Comprehension and Collaboration</b>						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
<b>Presentation of Knowledge and Ideas</b>						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

## Language

<b>Conventions of Standard English</b>						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

# Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Knowledge of Language</b>						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

# Grade 4 Common Core Standards

## Reading

Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
<b>Literature</b>			
<b>Key Ideas and Details</b>	<b>CC.4.Rlit.1</b>	(1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Unit 1:</b> SG18, SG19, SG20, SG21; <b>Unit 2:</b> 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; <b>Unit 3:</b> T166a, T169; <b>Unit 4:</b> T252, T253, T254–255, T256–257, T258, T259, T268, T268a, T269, T270c, T271, T272, T273; <b>Unit 5:</b> T288, T289, T291, T292, T293, T294, T297, T300, T301, T302, T302a, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T356a, T357, T358, T359, T362–363, T364–365, T366–367, T368–369, T378, T378a, T379j; <b>Unit 7:</b> T475b, T476, T476a, T477, T481a, T482, SG20, SG21; <b>Unit 8:</b> T499, T500–501, T502–503, T504–505, T506–507, T509, T510–511, T512, T513, T513a, T514, T514a, T515, T559g
	<b>CC.4.Rlit.2</b>	(2) Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Unit 1:</b> T52, T57b, T58, T58a, T59, SG20, SG21, SG27; <b>Unit 2:</b> SG9, SG15; <b>Unit 3:</b> T143j, T147a, T148, T153, T158, T160, T161, T164, T166a, T167, T170, T173f, T173g, T173h, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 4:</b> T260, T262–263, T268, T269, SG21, SG27; <b>Unit 5:</b> T284, T285, T285a, T286, T296, T297, T300, T301, T302, T302a, T303, SG8, SG9, SG14, SG15; <b>Unit 6:</b> T358, T359, T372, T373, T376, T377, SG9, SG14, SG15; <b>Unit 7:</b> T470, T475, T476, T476a, SG21, SG27; <b>Unit 8:</b> T508, T509, T514, T514a, SG9, SG14, SG15
	<b>CC.4.Rlit.3</b>	(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).	<b>Unit 1:</b> T36, T37, T37a, T38, T38a, T48–49, T50–51, T53, T56, T65a, T65b, T65f, T65g, T65h; <b>Unit 2:</b> 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; <b>Unit 3:</b> T143i; <b>Unit 4:</b> T252, T253, T254–255, T256–257, T258, T259; <b>Unit 5:</b> T296, T298–299, T301a; <b>Unit 6:</b> T355a, T356, T356a, T357, T374–375, T376, T377a, T378, T378a, T385g, SG8, SG9; <b>Unit 7:</b> SG26; <b>Unit 8:</b> T500–501, T506–507, T508, T509, T510–511, T512, SG14
<b>Craft and Structure</b>	<b>CC.4.Rlit.4</b>	(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., Hercules).	<b>Unit 1:</b> T4, T5, T5a, T6a, T7, T8, T36, T38a; <b>Unit 2:</b> T72, T74, T75, T75a, T76, T106, T107, T108, T108a, T109; <b>Unit 3:</b> SG15; <b>Unit 4:</b> 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; <b>Unit 5:</b> T284, T285, T285a, T288, T289, T314, T315, T316a, T317; <b>Unit 6:</b> T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; <b>Unit 7:</b> T426, T427, T428a, T429, T454, T455, T455a, T456a, T457, T458; <b>Unit 8:</b> T492, T493, T494a, T495, T526, T527, T528a, T529, T530, T531
	<b>CC.4.Rlit.5</b>	(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.	<b>Unit 3:</b> T173a, T173b, T173d; <b>Unit 4:</b> T272, T273; <b>Unit 6:</b> T361, T362–363, T364–365, T366–367, T368–369, T374–375, T383a
	<b>CC.4.Rlit.6</b>	(6) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>Unit 5:</b> T292, T295; <b>Unit 7:</b> T478a, T478b; <b>Unit 8:</b> T540–541, T546–T547, T557a
<b>Integration of Knowledge and Ideas</b>	<b>CC.4.Rlit.7</b>	(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.	<b>Unit 3:</b> T153, T156–157, T159, T198a, T198b; <b>Unit 4:</b> T260, T261, T267
	<b>CC.4.Rlit.9</b>	(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.	<b>Unit 2:</b> T90, T91, T92–93, T94, T95, T95a, T97j, T98a, T98b, T99, T100, T102, T103a, T104, T105a, T105b, T105d, T105g, T105h; <b>Unit 6:</b> T379j, T385f, T385g, T385h; <b>Unit 7:</b> T481a, T482; <b>Unit 8:</b> T523a, T559g
<b>Range and Level of Text Complexity</b>	<b>CC.4.Rlit.10</b>	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T71j, T91, T92–93, T94, T95, T97j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 3:</b> T143j, T153, T154–155, T156–157, T158, T159, T160, T161, T162–163, T164, T165, T165a, T167j, T168c, T169, T170, T173r, SG6, SG7, SG8, SG9; <b>Unit 4:</b> T245r, T247, T247a, T248a, T249, T250, T251, T269j, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 5:</b> T281j, T284, T285a, T286, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 6:</b> T351j, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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](https://www.ngrach.com)



Strand	Code	Standards Text	Grade 4 Units 1–8 Standards Correlations
<b>Informational Text</b>			
<b>Key Ideas and Details</b>	<b>CC.4.Rinf.1</b>	<b>(1)</b> Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T106, T107, T107a, T108, T112, T114–115, T116–117, T118–119, T120–121, T123, T124–125, T126–127, T128, T128a, T129, T129f, T129g, T130a, T130b, SG4, SG5, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 3:</b> T199, T202–203, T205a, T205b, T205d, T205f, T205g, SG10, SG11; <b>Unit 4:</b> T223, T224–225, T226–227, T228–229, T230–231, T236, T236a, T237, T237a, T238, T238a, T238b, T245a, T245b, T245d, SG14, SG15; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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
	<b>CC.4.Rinf.2</b>	<b>(2)</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T107a, T108, T113, T116–117, T118–119, T120–121, T124–125, T126–127, T128a, SG16, SG17, SG20, SG21, SG27; <b>Unit 3:</b> T174, T175a, T176, T181, T182–183, T184–185, T186–187, T188–189, T190, T192–193, T194–195, T196, T197, T205a, T205b, T205d, T205f, T205g, SG20, SG21, SG27; <b>Unit 4:</b> SG9, SG15; <b>Unit 5:</b> T324–325, T326–327, T328–329, T330, T336a, T341, T342, T343, SG21, SG27; <b>Unit 6:</b> T390, T391, T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T406, T408, SG18, SG19, SG20, SG21, SG22, SG23, SG27; <b>Unit 7:</b> T440, T441, T442, T453f, T453g, SG9, SG15; <b>Unit 8:</b> T525a, T525b, T538, SG16, SG17, SG21, SG26, SG27
	<b>CC.4.Rinf.3</b>	<b>(3)</b> 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.	<b>Unit 1:</b> T1i; <b>Unit 2:</b> T105r, T129f, SG22, SG23; <b>Unit 3:</b> SG16, SG17; <b>Unit 4:</b> T213j; <b>Unit 5:</b> T306–307, T310, T311, T313d, T313f, T313g, T313h, T337o, T338a, T338b, T345a, T345d, T345f, T345g, SG26, SG27; <b>Unit 6:</b> T392, T393, T394–395, T396–397, T398–399, T400–401, T402, T403, T409h; <b>Unit 7:</b> T446a, T446b, T477j, SG14, SG22, SG23
<b>Craft and Structure</b>	<b>CC.4.Rinf.4</b>	<b>(4)</b> 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.	<b>Unit 1:</b> T4, T5, T5a, T6, T6a, T7, T36, T38a, T39, T40, T41, SG16, SG17; <b>Unit 2:</b> T74, T75, T76, T97q, T98, T98c, T99, T105c, T105e, T106, T107, T108, T108a, T109, SG10, SG11; <b>Unit 3:</b> T174, T175, T175a, T176, T176a, T177, T190, T191, T205d, T205e; <b>Unit 4:</b> T216, T217, T218a, T219, T237o, T238, T238c, T245a, T245b, T245c, T245e, T245h, T246, T247, T247a, T248a, T249, T250, T269q, T270a, T270c, T271, SG16, SG17; <b>Unit 5:</b> T284, T285, T285a, T286, T287, T314, T315, T316a, T317, T344; <b>Unit 6:</b> T354, T355, T355a, T356a, T357, T358, T386, T387, T388a, T389; <b>Unit 7:</b> T426, T427, T428a, T429, T453d, T453h, T454, T455, T456a, T458, SG4, SG5; <b>Unit 8:</b> T492, T493, T494a, T495, T496, T526, T527, T528a, T529, T549o, T550, T550c, T559a, T559b, T559c, T559d, T559f, T559h
	<b>CC.4.Rinf.5</b>	<b>(5)</b> 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.	<b>Unit 1:</b> T35a, T35b, T35d, T35f, T35g, SG4, SG5, SG22, SG23; <b>Unit 2:</b> T137a, T137b, T137d; <b>Unit 4:</b> T217, T217a, T223, T224–225, T226–227, T228–229, T230–231, T233, T234, T236a, SG8, SG14, SG20, SG22, SG23; <b>Unit 5:</b> T305, T306–307, T308–309, T310, T311, T315a, T316, T336a, T343a, T345, T345a, T345b, T345d, T345f, T345g, T345h, SG20; <b>Unit 6:</b> T383a, T387a, T388, SG17, SG20; <b>Unit 7:</b> T427a, SG8; <b>Unit 8:</b> T540–541, T546–547, SG4, SG5, SG8, SG10, SG11
	<b>CC.4.Rinf.6</b>	<b>(6)</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	<b>Unit 6:</b> SG4, SG5; <b>Unit 7:</b> T483a, T483b, T483f, T483g
<b>Integration of Knowledge and Ideas</b>	<b>CC.4.Rinf.7</b>	<b>(7)</b> 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.	<b>Unit 1:</b> T1i, T2, T3, T27h, T59i, T59j; <b>Unit 2:</b> T72, T73, T113, T114–115, T116–117, T120–121, T122; <b>Unit 3:</b> T181, T182–183, T184–185, T186–187, T188–189, T190, T191, T198a, T198b, T200–201, T203a, T204a, SG22, SG23, SG26; <b>Unit 4:</b> T213i, T214, T215, T223, T224–225, T226–227, T232, T233, T234, T235, T236a, T237, T237h, T245r, SG4, SG5, SG10, SG11; <b>Unit 5:</b> T281j, T282, T283, T303i, T313r, T338c, T340, T341, T342, SG16, SG17; <b>Unit 6:</b> T351j, T380c, T382, T383, T385a, T385b, T385r, T390, T392, T394–395, T396–397, T398–399, T402, T415a, SG10, SG11; <b>Unit 7:</b> T432, T433, T434–435, T436–437, T438, T439, T441, T442, T443, SG16, SG17; <b>Unit 8:</b> T490, T491, SG22, SG23
	<b>CC.4.Rinf.8</b>	<b>(8)</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>Unit 2:</b> T137a, T137b, T137d, T137f, T137g, T137h; <b>Unit 3:</b> SG4, SG5; <b>Unit 4:</b> T238a, T238b, T240, T241, T242, T243a, T244, T245a, T245b, T245d, T245f, T245g, T245h; <b>Unit 5:</b> T313a, T313b; <b>Unit 7:</b> T448, T449, T453a, T453b, T453d, T453g; <b>Unit 8:</b> T516a, T516b
	<b>CC.4.Rinf.9</b>	<b>(9)</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Unit 2:</b> T135a, T136; <b>Unit 5:</b> T303j, SG4, SG5; <b>Unit 6:</b> T385r, T409, T417f, T417g, T417h; <b>Unit 7:</b> T423o, T423p, T445a, T445b, T445h, T478b; <b>Unit 8:</b> 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
<b>Range and Level of Text Complexity</b>	<b>CC.4.Rinf.10</b>	<b>(10)</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T97j, T105r, T109, T110, T111, T129f, T130c, T131, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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, SG11, SG12, SG13, SG14, SG15, SG16, SG17, SG22, SG23; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> T515j, T517, T518–519, T520–521, T522, T523, T525r, T530, T531, T533, T534–535, T536–537, T539, T540–541, T542–543, T544–545, T546–547, T549h, SG4, SG5, SG10, SG11, SG16, SG17, SG18, SG19, SG20, SG21, SG22, SG23, SG24, SG25, SG26, SG27
<b>Foundational Skills</b>			
<b>Phonics and Word Recognition</b>	<b>CC.4.Rfou.3</b>	<b>(3)</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Unit 1:</b> T1i, T1j, T1k, T27h, T27i, T27j, T27o, T28, T28c, T35d, T35e, T35r, T35s, T59j, T59k, T59l; <b>Unit 2:</b> T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130, T130c, T137c, T137e; <b>Unit 3:</b> T143j, T143k, T143l, T167j, T173r, T197h, T197j; <b>Unit 4:</b> T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T269j, T269k, T269l; <b>Unit 5:</b> T281j, T281k, T303j, T303k, T313r, T313s, T337h; <b>Unit 6:</b> T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385s, T385t, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; <b>Unit 7:</b> T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; <b>Unit 8:</b> T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
	<b>CC.4.Rfou.3.a</b>	<b>(a)</b> 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.	<b>Unit 1:</b> T1i, T1j, T27h, T27i, T27j, T27o, T28, T28c, T35c, T35e, T35r, T35s, T35t, T37a, T40, T59j, T59k, T59l; <b>Unit 2:</b> T71j, T71k, T97j, T97k, T105r, T105s, T129f, T129i, T129j, T129o, T130c, T137c, T137e; <b>Unit 3:</b> T143j, T143k, T167j, T167k, T167l, T173r, T173s, T173t, T197h, T197i, T205c; <b>Unit 4:</b> T213j, T213k, T213l, T237h, T237i, T237j, T245r, T245s, T245t, T269j, T269k, T269l; <b>Unit 5:</b> T281j, T281k, T281l, T303j, T303k, T313r, T313s, T337h; <b>Unit 6:</b> T351j, T351k, T379j, T379k, T379l, T379q, T380, T380c, T381, T385c, T385e, T385r, T385s, T385t, T409h, T409i, T409j, T409o, T410, T410c, T414–415, T417c, T417e; <b>Unit 7:</b> T423j, T423k, T423l, T445h, T445i, T445j, T453r, T453s, T453t, T477j, T477k, T477l, T477q, T478, T478c, T483c, T483e; <b>Unit 8:</b> T489j, T489k, T515j, T515k, T525r, T525s, T549h, T549i, T549o, T550, T550c, T559c, T559e
<b>Fluency</b>	<b>CC.4.Rfou.4</b>	<b>(4)</b> Read with sufficient accuracy and fluency to support comprehension.	<b>Unit 1:</b> T1i, T5a, T8, T14–15, T21, T27h, T28a, T29, T34, T35b, T35r, T37a, T40, T44–45, T53, T61, T64, T65b; <b>Unit 2:</b> T71j, T75a, T81, T82–83, T99, T104, T104a, T105a, T105b, T105r, T107a, T110, T129o, T130a, T131, T136, T137b; <b>Unit 3:</b> T147a, T154–155, T161, T169, T173r, T175a, T178, T182–183, T198a, T199, T203a, T205b; <b>Unit 4:</b> 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; <b>Unit 5:</b> T281j, T285a, T288, T292, T297, T304a, T305, T312, T313b, T313r, T315a, T318, T322–323, T331, T338a, T339, T345b; <b>Unit 6:</b> 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; <b>Unit 7:</b> T423j, T427a, T430, T434–435, T441, T446a, T447, T452, T453b, T453r, T455a, T458, T462–463, T471, T478a, T479, T482, T483b; <b>Unit 8:</b> T489j, T493a, T496, T500–501, T509, T516a, T517, T524, T525b, T525r, T527a, T530, T534–535, T539, T549o, T550, T550a, T551, T558, T559b
	<b>CC.4.Rfou.4.a</b>	<b>(a)</b> Read on-level text with purpose and understanding.	<b>Unit 1:</b> T14–15, T21, T29, T44–45, T53, T60a, T61; <b>Unit 2:</b> 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; <b>Unit 3:</b> T154–155, T161, T182–183, T191, T198a, T199; <b>Unit 4:</b> 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; <b>Unit 5:</b> T292, T297, T305, T322–323, T331, T339; <b>Unit 6:</b> 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; <b>Unit 7:</b> T434–435, T441, T447, T462–463, T471, T479, T482; <b>Unit 8:</b> T500–501, T509, T517, T534–535, T539, T551
	<b>CC.4.Rfou.4.b</b>	<b>(b)</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> T1i, T14–15, T21, T26a, T35r, T44–45, T53, T59; <b>Unit 2:</b> T71j, T81, T82–83, T90, T91, T97, T105r, T112, T114–115, T129; <b>Unit 3:</b> T143j, T167, T171a, T173b, T182–183, T197; <b>Unit 4:</b> T213j, T236a, T245r, T269i, T268a, T269; <b>Unit 5:</b> T281j, T292, T297, T302a, T313r, T322–323, T331, T337; <b>Unit 6:</b> T351i, T362–363, T364–365, T368–369, T374–375, T376, T379, T385r, T393, T394–395, T405, T409; <b>Unit 7:</b> T423j, T434–435, T441, T445, T453r, T462–463, T471, T477; <b>Unit 8:</b> T489j, T500–501, T509, T515, T525r, T534–535, T539, T549
	<b>CC.4.Rfou.4.c</b>	<b>(c)</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 1:</b> T1i, T35r, T59j; <b>Unit 2:</b> T71j, T97j, T105r, T129f; <b>Unit 3:</b> T143j, T167j, T173r, T173t, T197h; <b>Unit 4:</b> T213j, T237h, T245r, T269j; <b>Unit 5:</b> T281j, T303j, T337h; <b>Unit 6:</b> T351j, T379j, T385r, T409h; <b>Unit 7:</b> T423j, T445h, T453r, T477j; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35r, T58; <b>Unit 2:</b> T96, T97, T105d, T137d; <b>Unit 3:</b> T166, T171, T202–203; <b>Unit 4:</b> T237m, T237n, T238b, T245j, T245k, T281; <b>Unit 5:</b> T313q, T337m, T337n, T346, T347, T348, T349; <b>Unit 7:</b> T445g; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T137d; <b>Unit 4:</b> T237m, T237n, T245j, T245k; <b>Unit 5:</b> T337m, T337n, T346, T347, T348, T349; <b>Unit 7:</b> T445g; <b>Unit 8:</b> T525i, T525j, T525k, T525l, T560, T561	
	CC.4.W.1.b	(b) Provide reasons that are supported by facts and details.	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T96, T97, T105d, T137d; <b>Unit 3:</b> T171, T202–203; <b>Unit 4:</b> T237m, T237n, T245i, T245j, T245k; <b>Unit 5:</b> T346, T347, T348, T349; <b>Unit 8:</b> 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).	<b>Unit 1:</b> T35q; <b>Unit 2:</b> T137d; <b>Unit 4:</b> T237m, T237n, T245i, T245j, T245k; <b>Unit 5:</b> T346, T347, T348, T349; <b>Unit 8:</b> T515i, T525k, T525l, T560, T561, T562, T563	
	CC.4.W.1.d	(d) Provide a concluding statement or section related to the opinion presented.	<b>Unit 5:</b> T337m, T337n, T347, T348; <b>Unit 8:</b> T562, T563	
	CC.4.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Unit 1:</b> T27g, T27m, T27n, T35, T35i, T35j, T35k, T35l, T35q, T35w, T35x, T59i, T66, T67, T68, T69; <b>Unit 2:</b> T71i, T105q, T129e, T139; <b>Unit 3:</b> T148, T176, T178, T179, T197m, T197n; <b>Unit 4:</b> T213i, T237g, T245q; <b>Unit 5:</b> T303i, T303j, T313i, T313j, T313k, T313l, T337g, T345; <b>Unit 6:</b> T379i; <b>Unit 7:</b> T423i, T423o, T423p, T445a, T445b, T453i, T453j, T453k, T453l; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T59j; <b>Unit 2:</b> T129m, T129n, T138; <b>Unit 3:</b> T206–207, T208; <b>Unit 4:</b> T237g, T269i; <b>Unit 5:</b> T303o, T303p, T313j, T313k, T313l, T346, T347; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T35i, T35j, T35k, T35l, T35q, T35w, T35x, T66, T67, T68, T69; <b>Unit 2:</b> T138, T139, T140, T141; <b>Unit 3:</b> T197m, T197n, T208; <b>Unit 4:</b> T213i; <b>Unit 5:</b> T303o, T303p, T313i, T313j, T313q; <b>Unit 6:</b> T379i; <b>Unit 7:</b> 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).	<b>Unit 1:</b> T35w, T35x; <b>Unit 3:</b> T143o, T143p	
	CC.4.W.2.d	(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Unit 1:</b> T35r; <b>Unit 2:</b> T71j; <b>Unit 4:</b> T267a, T268, T268a, T269; <b>Unit 8:</b> T489o, T489p, T525q, T549h	
	CC.4.W.2.e	(e) Provide a concluding statement or section related to the information or explanation offered.	<b>Unit 5:</b> T303i, T313q, T313r; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27g, T59a, T59b, T59c, T59d; <b>Unit 2:</b> T71i, T71o, T71p, T97i; <b>Unit 3:</b> T143i, T167a, T167b, T167c, T167d, T196; <b>Unit 5:</b> T337i, T337j; <b>Unit 6:</b> T351i, T385q; <b>Unit 7:</b> T423i, T445g, T477a, T477b, T477c, T477d, T477i, T477o, T477p, T484, T485, T486, T487; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T35w, T35x; <b>Unit 2:</b> T71i, T97i, T97o, T97p, T105i, T105j, T105k, T105l; <b>Unit 4:</b> T245w, T245x, T269a, T269c; <b>Unit 5:</b> T337i; <b>Unit 6:</b> T351i, T385q; <b>Unit 7:</b> 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.	<b>Unit 2:</b> T105i, T105j, T105k, T105l; <b>Unit 5:</b> T281o, T281p, T303b, T303c, T303d; <b>Unit 6:</b> T385q; <b>Unit 7:</b> T453q, T477i	
	CC.4.W.3.c	(c) Use a variety of transitional words and phrases to manage the sequence of events.	<b>Unit 2:</b> T105i, T105j, T105k, T105l	
	CC.4.W.3.d	(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Unit 3:</b> T167o, T167p, T173i, T173j, T173k, T173l; <b>Unit 4:</b> T276, T277, T278, T279; <b>Unit 8:</b> T515a, T515b, T515c, T515d	
	CC.4.W.3.e	(e) Provide a conclusion that follows from the narrated experiences or events.	<b>Unit 7:</b> 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.)	<b>Unit 2:</b> T71o, T71p, T97a, T97b; <b>Unit 3:</b> T167a, T167b, T167c, T167d, T197g; <b>Unit 5:</b> T281i, T303i, T313q; <b>Unit 6:</b> T385q, T409g; <b>Unit 7:</b> T477j; <b>Unit 8:</b> 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.)	<b>Unit 1:</b> T1m, T27l, T35i, T35j, T35v, T59a, T59b, T59c, T59d, T59n, T66, T67, T68, T69; <b>Unit 2:</b> T71i, T71m, T71n, T97a, T97b, T97c, T97d, T97n, T105v, T129l, T138, T139, T140; <b>Unit 3:</b> T143p, T167a, T167b, T167c, T167d, T173i, T173j, T173k, T173l, T206–207, T208, T208a, T209, T210, T211; <b>Unit 4:</b> T213m, T213n, T237k, T237l, T245i, T245j, T245k, T245l, T245v, T269a, T269b, T269c, T269n, T276, T277, T278, T279; <b>Unit 5:</b> T281n, T303a, T303b, T303c, T303d, T303n, T313i, T313j, T313k, T313l, T313v, T337l, T346, T347, T348, T349; <b>Unit 6:</b> T351n, T379a, T379b, T379c, T379d, T379n, T385i, T385j, T385k, T385l, T385v, T409l, T418, T419, T420, T421; <b>Unit 7:</b> T423n, T445l, T453i, T453j, T453k, T453l, T453v, T477a, T477b, T477c, T477d, T477n, T484, T485, T486, T487; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T129e; <b>Unit 3:</b> T143j, T167a, T167b, T167c, T167d, T173r; <b>Unit 6:</b> T379o, T379p, T385j, T385k, T385l; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1i, T1n, T1o, T27a, T27b, T27h, T35q, T59j; <b>Unit 2:</b> T71j, T97i, T97j, T105r, T105w, T105x, T129a, T129e, T129f; <b>Unit 3:</b> T173w, T173x, T197a, T197b, T208, T208a; <b>Unit 4:</b> T213i, T213o, T213p, T237a, T237b, T237g, T237h; <b>Unit 5:</b> T281j, T303j, T313q, T313r, T337a, T337b, T337g, T337h; <b>Unit 6:</b> T351j, T379j, T409a; <b>Unit 7:</b> T423j, T453r, T477j, T445a; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1h, T1i, T27h, T35q; <b>Unit 2:</b> T71i, T71j, T97i, T97j, T105r, T129a, T129b; <b>Unit 3:</b> T173w, T173x, T197a, T197b, T197h, T208a, T209; <b>Unit 4:</b> T213j, T213o, T213p, T237a, T237b; <b>Unit 5:</b> T313r, T313w, T313x, T337a, T337b, T337g, T337h; <b>Unit 6:</b> T385q, T385w, T385x, T409a, T409b, T409g, T409h; <b>Unit 7:</b> T423o, T423p, T445a, T445b, T453r; <b>Unit 8:</b> T489i, T515j, T525w, T525x, T549a, T549b
	CC.4.W.9	(9) Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Unit 1:</b> T6, T33, T35r, T38, T60b, T60c; <b>Unit 2:</b> T97j, T98a, T98b, T98c, T99, T126–127, T130b, T130, T131; <b>Unit 3:</b> T167j, T173r, T197h; <b>Unit 4:</b> T213o, T213p, T218, T237a, T237b, T243, T245a, T245d, T248, T273, T275a, T275d; <b>Unit 5:</b> T286, T304b, T311, T313w, T313x, T316, T337h, T338b, T343; <b>Unit 6:</b> 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; <b>Unit 7:</b> T439, T443, T446b, T481, T483d; <b>Unit 8:</b> 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.]”).	<b>Unit 1:</b> T50–51; <b>Unit 2:</b> T75a, T76, T80, T81, T82–83, T84–85, T86–87, T88–89, T105f, T105g, T105h; <b>Unit 4:</b> T275c, T275d; <b>Unit 5:</b> T284, T286, T286a, T288, T289, T290, T295, T301b, T302; <b>Unit 6:</b> T356, T358, T359, T372, T374–375, T377a, T385d, T385g; <b>Unit 8:</b> 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”).	<b>Unit 1:</b> T6, T9, T35d, T35g, T38, T60b, T63, T65c, T65d, T65h; <b>Unit 2:</b> T137f, T137g, T137h; <b>Unit 3:</b> T174, T176, T180, T188–189, T205e, T205g; <b>Unit 4:</b> T216, T218, T235, T245a, T245b, T245d, T248, T275e, T275g, T275h; <b>Unit 5:</b> T314, T316, T316a, T318, T319, T320, T328–329; <b>Unit 6:</b> T390, T391, T396–397, T405, T406, T407, T408, T408a, T409, T417g; <b>Unit 7:</b> T439, T446b, T451, T453d, T478b, T483g; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T80, T81, T82–83, T84–85, T86–87, T88–89, T90, T92–93, T95a, T96, T96a, T97, T105q, T137d, T137h, T142, T143; <b>Unit 3:</b> 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; <b>Unit 4:</b> T213i, T245r; <b>Unit 5:</b> T313r; <b>Unit 6:</b> T379j, T385r, T409g; <b>Unit 7:</b> T423i, T423j, T477i, T483h; <b>Unit 8:</b> 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.	<b>Unit 1:</b> 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; <b>Unit 2:</b> T97i, T105f, T105g, T105h, T130a, T137f, T137h, SG6, SG7, SG8, SG9, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 3:</b> T144, T145, T160, T165, T166, T166a, T167, T173e, T173f, T173h, T212, T213, SG7, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 4:</b> T213i, T245f, T245g, T245h, T245r, T275e, T275f, T275g, T280, T281, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 5:</b> T313f, T313g, T313h, T345e, T345g, T345h, T350, T351, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 6:</b> T352, T353, T385h, T417h, T422, T423, SG6, SG7, SG12, SG13, SG14, SG15, SG18, SG19, SG20, SG21, SG24, SG25, SG26, SG27; <b>Unit 7:</b> T424, T425, T453h, T488, T489, SG6, SG7, SG12, SG13, SG18, SG19, SG24, SG25; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T106, T107, T107a, T108a, T109, T110, T112, T128, T143; <b>Unit 3:</b> T152, T153, T154–155, T156–157, T158, T167q, T168a, T168b, T171a, T172, T173b, T197o; <b>Unit 4:</b> T216, T217, T218a, T219, T232, T233, T234, T235, T235a, T236, T236a, T237, T237h; <b>Unit 6:</b> 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.	<b>Unit 1:</b> T1h, T36, T37, T37a, T38a, T41, T59i; <b>Unit 2:</b> T90, T92–93, T95a, T96, T96a, T97, T105q, T106, T107, T107a, T129b, T137h, T143; <b>Unit 3:</b> T165b, T166, T166a, T167, T169, T170; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T27h, T27o, T28, T28a, T28b, T59q, T60, T60a, T60b; <b>Unit 2:</b> T97q, T98a, T98b, T130a, T130b; <b>Unit 3:</b> T173i, T173j, T173k, T176a, T177, T178, T179, T180, T182–183, T184–185; <b>Unit 4:</b> 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; <b>Unit 5:</b> T303q, T304, T304a, T304b, T315, T315a, T316, T316a, T318, T319, T337o, T338a, T338b; <b>Unit 6:</b> T380a, T380b, T409g, T409o, T410a, T410b; <b>Unit 7:</b> T445h, T445o, T446, T446a, T446b, T453q, T477q; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T2, T3, T59j; <b>Unit 2:</b> T71i, T90, T97i, T105q, T107a, T129e, SG21, SG27; <b>Unit 3:</b> T144, T145, T174, T175a, T181, T182–183, T184–185, T186–187, T188–189, SG21; <b>Unit 4:</b> T214, T232, T233, T234, T235, T237a, T237b, T237g, T245q; <b>Unit 5:</b> T281i, T313q, T337g; <b>Unit 6:</b> T380b, T385q, T409a, T409b, T409g; <b>Unit 7:</b> T424, T425, T432, T433, T434–435, T436–437, T438, T439, T445g, T453q, T477i; <b>Unit 8:</b> T515i, T525q	
	CC.4.SL.3	(3) Identify the reasons and evidence a speaker provides to support particular points.	<b>Unit 4:</b> T245i, T245j, T245k; <b>Unit 5:</b> 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.	<b>Unit 1:</b> T27a, T27b, T27g, T33a, T34, T34a, T35, T35d, T37a, T38, T58a, T59i, T63a, T64, T65, SG20, SG21; <b>Unit 2:</b> T97i, T103a, T014, T105, T105a, T105b, T105d, T105r, T129e, T135a, T136, T137, T142, T143, SG14; <b>Unit 3:</b> T171a, T172, T173q, T197a, T197b, T203a, T204, T205e; <b>Unit 4:</b> T213i, T237g, T237h, T243a, T244, T245, T269i, T269j, T273a, T274, T274a, T275, T281; <b>Unit 5:</b> T281i, T281j, T285, T286a, T288, T289, T303i, T303j, T311a, T312, T337a, T337b, T337g, T343a, T344, T345; <b>Unit 6:</b> T351j, T379i, T383a, T384, T385r, T388a, T408, T409g, T409h, T416; <b>Unit 7:</b> T445h, T451a, T452, T453r, T456a, T458, T481a, T482, SG20; <b>Unit 8:</b> 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.	<b>Unit 3:</b> T205e; <b>Unit 4:</b> T281; <b>Unit 5:</b> T303i; <b>Unit 6:</b> T351j, T379j; <b>Unit 7:</b> T445a, T445b, T477j; <b>Unit 8:</b> 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.)	<b>Unit 1:</b> T27g, T59i, T59o, T59p, T66, T67, T68, T69; <b>Unit 2:</b> T108a, T109, T110, T128, T129; <b>Unit 7:</b> 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.	<b>Unit 1:</b> T1l, T1m, T34a, T35, T35a, T35b, T35c, T35d, T35u, T35v, T59d, T59i, T59m, T59n, T64a, T65, T65h, T66, T67, T68, T69; <b>Unit 2:</b> T71m, T71n, T97c, T97d, T97n, T104a, T105, T105c, T105u, T105v, T107, T136a, T137; <b>Unit 3:</b> 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; <b>Unit 4:</b> T213m, T213n, T237k, T237l, T244a, T245, T245l, T245q, T245u, T245v, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; <b>Unit 5:</b> T281m, T281n, T285, T286, T303a, T303d, T303m, T303n, T312a, T313, T313l, T313r, T313u, T313t, T337k, T337l, T344a, T344a, T345, T348, T349; <b>Unit 6:</b> T351m, T351n, T351o, T351p, T354, T355, T355a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T416a, T417, T420; <b>Unit 7:</b> T423m, T423n, T445k, T445l, T445m, T445n, T452a, T453, T453k, T453l, T453u, T453v, T477c, T477d, T477m, T477n, T482a, T483, T486; <b>Unit 8:</b> 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).	<b>Unit 1:</b> T35u, T35v, T59d, T59m, T59n, T66, T67, T68, T69; <b>Unit 7:</b> 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.	<b>Unit 4:</b> T213n, T237k, T237l; <b>Unit 8:</b> 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.	<b>Unit 4:</b> T269m, T269n; <b>Unit 8:</b> 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).	<b>Unit 5:</b> T303m, T303n, T313l, T337k, T337l	
	CC.4.L.1.e	(e) Form and use prepositional phrases.	<b>Unit 6:</b> T351i; <b>Unit 7:</b> T486	
	CC.4.L.1.f	(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>Unit 1:</b> T1l, T1m, T27k, T27l, T34a, T35, T35l, T59m, T59n, T66, T67, T68, T69; <b>Unit 2:</b> T105u, T105v, T129k, T129l, T139, T140; <b>Unit 6:</b> T379a, T379b, T379c, T379d; <b>Unit 7:</b> T445m, T445n, T453k, T453l	
	CC.4.L.1.g	(g) Correctly use frequently confused words (e.g. to, too, two; there, their).	<b>Unit 1:</b> T1j, T27i, T59i; <b>Unit 2:</b> T71k, T71l, T97k, T105t, T129j; <b>Unit 3:</b> T143k, T167l, T173t; <b>Unit 4:</b> T213k, T237i, T245s, T269k; <b>Unit 5:</b> T281l, T303l, T313t, T337j; <b>Unit 6:</b> T351l, T379k, T385s, T409j; <b>Unit 7:</b> T423l, T445j, T453t, T477i; <b>Unit 8:</b> T489l, T515k, T525s, T549i	
	CC.4.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Unit 1:</b> T1j, T1k, T1m, T27i, T27j, T27l, T34a, T35, T35l, T35s, T35t, T59i, T59k, T59l; <b>Unit 2:</b> T71l, T97c, T97d, T97l, T97n, T105t, T105u, T105v, T129j, T129k, T129l, T139, T140; <b>Unit 3:</b> T143k, T143l, T143m, T143n, T167a, T167b, T167c, T167d, T167l, T167m, T167n, T173i, T173j, T173k, T173s, T173t, T197i, T197j; <b>Unit 4:</b> T213l, T237i, T237j, T245s, T245t, T245u, T245v, T269k, T269l; <b>Unit 5:</b> T281n, T303d, T303l, T313t, T337j; <b>Unit 6:</b> T351k, T351l, T379k, T379l, T385t, T409j; <b>Unit 7:</b> T423l, T445j, T453q, T453t, T461, T464–465, T468–469, T477i, T477j; <b>Unit 8:</b> T489k, T489l, T489m, T489n, T515d, T515l, T525l, T525t, T549i, T549j	
	CC.4.L.2.a	(a) Use correct capitalization.	<b>Unit 1:</b> T1m, T34a, T35, T35l, T59i; <b>Unit 2:</b> T105u, T105v, T129k, T129l	
	CC.4.L.2.b	(b) Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Unit 2:</b> T97m, T97n; <b>Unit 5:</b> T281o, T281p, T303d; <b>Unit 6:</b> T409a, T409b; <b>Unit 8:</b> T515k, T515l	
	CC.4.L.2.c	(c) Use comma before a coordinating conjunction in a compound sentence.	<b>Unit 2:</b> T105u, T105v, T129k, T129l, T139, T140	
	CC.4.L.2.d	(d) Spell grade-appropriate words correctly, consulting references as needed.	<b>Unit 1:</b> T1k, T27i, T27j, T35s, T35t, T59i; <b>Unit 2:</b> T71k, T71l, T97k, T97l, T105t, T129j; <b>Unit 3:</b> T143k, T143l, T167k, T167l, T173s, T173t, T197i, T197j; <b>Unit 4:</b> T213l, T237j, T245t, T269k, T269l; <b>Unit 5:</b> T281k, T281l, T281n, T303d, T303k, T303l, T313t, T337i, T337j; <b>Unit 6:</b> T351l, T379k, T379l, T385s, T385t, T409i, T409j; <b>Unit 7:</b> T423k, T423l, T445i, T445j, T453s, T477k, T477l; <b>Unit 8:</b> 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.	<b>Unit 1:</b> T1l, T1m, T27k, T27l, T34a, T35, T35l, T35u, T35v, T59d, T59m, T59n, T63a, T64, T64a, T65, T66, T67, T68, T69; <b>Unit 2:</b> T71m, T71n, T97c, T97d, T97m, T97n, T104a, T105, T105u, T105v, T136a, T137; <b>Unit 3:</b> 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; <b>Unit 4:</b> T213m, T213n, T237k, T237l, T244a, T245, T245l, T245u, T245v, T248a, T269d, T269m, T269n, T274a, T275, T276, T277, T278, T279; <b>Unit 5:</b> T281m, T281n, T281o, T281p, T303c, T303d, T303m, T303n, T311a, T312, T312a, T313, T313l, T313u, T313t, T344, T344a, T345, T348, T349; <b>Unit 6:</b> T351m, T351n, T379a, T379c, T379d, T379m, T379n, T384a, T385, T385l, T385u, T385v, T409k, T409l, T409m, T409n, T415a, T416a, T417, T420; <b>Unit 7:</b> T423m, T423n, T445k, T445l, T452a, T453, T453k, T453l, T461, T464–465, T468–469, T477c, T477d, T477m, T477n, T482a, T483, T486, SG24, SG25, SG26, SG27; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T139, T140; <b>Unit 4:</b> T252, T254–255, T256–257, T267, T267a, T268, T268a, T269; <b>Unit 8:</b> T528a, T529
		CC.4.L.3.b	(b) Choose punctuation for effect.*	<b>Unit 1:</b> T59j; <b>Unit 2:</b> 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).	<b>Unit 1:</b> 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.	<b>Unit 1:</b> T27o, T28, T28c, T35c, T35e, T35f, T35g, T59q, T60, T60c, T61, T65c, T65d; <b>Unit 2:</b> T97q, T98, T98c, T99, T105c, T105e, T129f, T129o, T130, T130a, T130c, T131, T137a, T137b, T137c, T137e, T137f; <b>Unit 3:</b> T197j, T197o, T198, T198c, T199, T205c, T205d; <b>Unit 4:</b> T237h, T237o, T238, T238c, T240, T245a, T245c, T245e, T245h, T245q, T269q, T270c, T275c, T275d, T275e; <b>Unit 5:</b> 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; <b>Unit 6:</b> T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T412–413, T417c, T417e; <b>Unit 7:</b> T445o, T446, T446c, T453c, T453e, T477q, T478, T478c, T479, T481a, T482a, T483, T483c, T483e; <b>Unit 8:</b> 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.	<b>Unit 2:</b> T98c, T105c, T105e; <b>Unit 4:</b> 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)	<b>Unit 3:</b> T167q, T168, T168c, T173c, T173e; <b>Unit 6:</b> 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.	<b>Unit 1:</b> T1k, T27o, T28, T35c, T35e; <b>Unit 2:</b> T97l, T129j, T130, T130c, T137a, T137b, T137c, T137e; <b>Unit 3:</b> T143l, T173c, T173e, T197j; <b>Unit 4:</b> T269l; <b>Unit 6:</b> T379l, T409i; <b>Unit 7:</b> T453t; <b>Unit 8:</b> T489l
	CC.4.L.5	(5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Unit 2:</b> T95a; <b>Unit 3:</b> T162–163, T164, T165a, T168a, T168b, T170, T171a, T173r, T197i, T197o, T198, T198c, T205c, SG14; <b>Unit 4:</b> 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; <b>Unit 5:</b> T281i, T303q, T304, T304b, T305, T306–307, T310, T313a, T313b, T313c, T313d, T313e, T313f, T313g, T313h, T337o, T338, T338c, T345c, T345e; <b>Unit 6:</b> T379q, T380, T380c, T381, T385c, T385e, T409o, T410, T410c, T414–415, T417e; <b>Unit 7:</b> T423i; <b>Unit 8:</b> 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.	<b>Unit 3:</b> T168a, T168b, T170, T171a; <b>Unit 4:</b> T270a, T270b, T272, T273, T273a
	CC.4.L.5.b	(b) Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>Unit 1:</b> T44–45, T59q, T60, T60c, T61, T65c; <b>Unit 8:</b> 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).	<b>Unit 3:</b> T143l; <b>Unit 4:</b> SG26; <b>Unit 5:</b> T303q, T304, T304b, T304b, T305, T306–307, T310, T313c, T313e, T337o, T338, T338c, T345c, T345e; <b>Unit 8:</b> 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; <b>Unit 2:</b> 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; <b>Unit 3:</b> 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; <b>Unit 4:</b> 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; <b>Unit 5:</b> 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; <b>Unit 6:</b> 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; <b>Unit 7:</b> 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; <b>Unit 8:</b> 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, T546–547, 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	

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**Photographs:** 6.2 S1-2 Richard Willis/ The Bridgeman Art Library/ Getty Images

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